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ABSTRACT

The guide is one of a series for a statewide career education development project in Hawaii, based on a conceptual framework encompassing grades K-14. An introductory section in each guide includes directions for users; rationale for the project; a conceptual model (areas of individual growth, sequences of experience, and components of the environment that are necessary for career development); and goals, subgoals, and objectives of career development. Also contained in each guide is a description of the systems approach used in planning and administering the project, illustrated by a flowchart. An appendix contains bibliographies of books and periodicals; lists of kits and games; sources of information on occupations; lists of films, slides, filmstrips, and transparencies and their publishers; and a glossary. Each guide is separately subject-indexed. The learning experiences section comprises about half the document and includes appropriate material presented separately for grades K-3. For each of four topics (self-realization, economic efficiency, social relationships, and civic responsibility) a goal is presented, subdivided into subgoals and learner objectives. For each of the subdivisions, several learning experiences are offered, linked to academic subject areas and with suggestions for evaluation. (MDW)

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Hawaii Career Development Continuum

Curriculum Guide
For Grades K Through 3

▨ → 4-6 → 7-9 → 10-12 → 13-14

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Hawaii Career Development Continuum

Curriculum Guide
For Grades K Through 3

K-3 → 4-6 → 7-9 → 10-12 → 13-14

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June 30, 1974

PREFACE

The philosophical base for Hawaii's Career Development Continuum was determined by a study of existing official documents, reports of studies made, and an analysis of the on-going programs in the schools.

Realizing that the greatest portion of an individual's life is spent in the pursuit of his career or careers, it behooves the Department of Education to provide a continuing experience to all students through the schools' curriculum which develops an awareness of the relationship of self to home, school and community. Each student needs to be made aware of the worth and dignity of work through field observations and exploratory experiences integrated with classroom instruction in academic skills.

Through these experiences each student will become acquainted with the many different fields of endeavor and become aware of his own abilities so as to be able to choose a career in which he will be both successful and content.

Finally, the curriculum should instill in the student the idea that education does not end but continues throughout life, whether he goes directly into his chosen field or seeks further formal education.

The Career Development Continuum curriculum guides, K-3, 4-6, 7-9, and 10-12, provide for a broad approach to the economic, social and psychological development of each individual, involving life styles and values. These guides suggest instructional experiences for developing the capability of coping with the world in which the individual lives and will live in the future.

Teichiro Hirata

TEICHIRO HIRATA, Superintendent
Department of Education

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Many school level individuals participated in the different phases of the project and in varying degrees; their contributions have been invaluable to the developmental process. To these participants, too numerous to mention by name, the Department expresses its gratitude.

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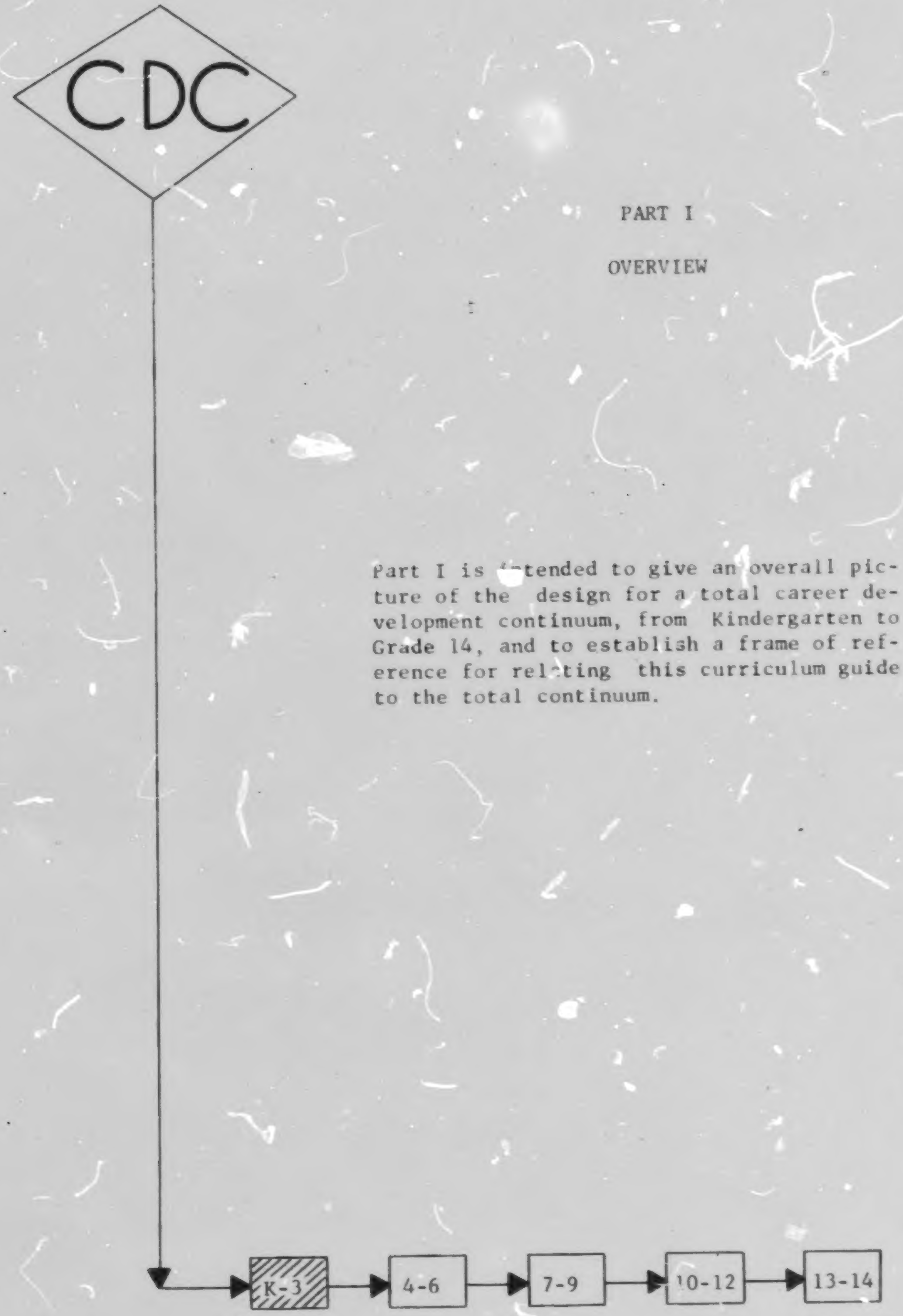
PART I

OVERVIEW

Part I is intended to give an overall picture of the design for a total career development continuum, from Kindergarten to Grade 14, and to establish a frame of reference for relating this curriculum guide to the total continuum.



CHAPTER I

INTRODUCTION

This is a guide for integrating a set of systematically sequenced and logically coordinated career development experiences into an existing curriculum. It is intended that this guide will assist teachers, counselors, and administrators in developing and implementing a career development curriculum within the existing instructional and guidance programs in the schools. This guide is part of a set of guides designed for four levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12.

Organization

The guide is organized into three major parts and an appendix. Part I, comprised of four chapters, presents an overview of the total career development continuum, extending from Kindergarten to Grade 14. It also establishes the conceptual frame of reference for the career development curriculum. The four chapters in Part I are:

CHAPTER I INTRODUCTION
Organization of the guide
Directions for Users

CHAPTER II RATIONALE
Assumptions undergirding development of a career development continuum
Reasons for developing the curriculum guide

CHAPTER III CONCEPTUAL MODEL
Conceptual frame of reference for the career development continuum and the curriculum guide

CHAPTER IV GOALS, SUBGOALS, AND OBJECTIVES
Major goals of career development
Subgoals for each major goal
Relation of objectives in one level to those in other levels

Part II of the curriculum guide contains a set of learning experiences to implement career development objectives. The experiences can be used directly or can be used as examples by teachers and counselors who want to develop learning experiences for the learners in their schools.

Part III of the curriculum guide contains background information on the development of the guide.

The Appendix contains a list of sources for obtaining hardware and software to use with the learning tasks, a glossary of terms, a bibliography, and a subject index.

Directions for Users

This curriculum guide is intended to help teachers and counselors provide learning experiences which will aid learners in becoming fully functioning persons capable of realizing career development. The learning experiences included in this guide can be incorporated into existing classes and guidance activities and can serve as examples to help in developing new objectives and learning tasks to meet the needs of all learners in Hawaii schools.

The user will be able to get the most benefit from the guide by reading Part I to gain an orientation to the total career development continuum concept and to establish a frame of reference for relating a particular guide to the others in the continuum.

Part II of the guide has been designed to implement the idea of a career development continuum by the use of a common set of four major goals and their subgoals. To insure articulation across grade levels, the same goals and subgoals are repeated in each of the curriculum guides. Each subgoal is accompanied by one or more related learner objectives. Each learner objective, in turn, is accompanied by several learning experiences. The objectives and learning experiences implementing a particular subgoal at one level are related to objectives and experiences for the same subgoal at other grade levels. In early levels, activities stress awareness; in middle grades, emphasis is on exploration; and in upper grades, the emphasis on exploration continues with additional stress on preparation.

Each learning experience describes the steps involved, lists the software/hardware needed to carry out the activity, suggests classes in which it may be used, and suggests an evaluation technique. Each learning experience is also identified by a code symbol to indicate whether it is primarily related to awareness **(A)**, exploration **(E)**, or preparation **(P)**. For further ease of use the learning experiences have been grouped by major goal and have been color coded. The four major goals are:

Goal 1: Developing capabilities for achieving self-realization through self-understanding and decision-making. (Color coded LAVENDER)

Goal 2: Developing capabilities for being economically efficient as producer and consumer of goods and services. (Color coded ORANGE)

Goal 3: Developing capabilities for establishing and maintaining healthy social relationships. (Color coded PINK)

Goal 4: Developing capabilities for carrying out civic responsibilities at work and in the community. (Color coded GREEN)

The Appendix of the guide includes complete citations for all recommended hardware/software, as well as listing additional sources of career education materials. Also located in the Appendix section is a cross index which groups learning experiences by curriculum subject.

The objectives, the learning experiences, and the evaluation methods presented in these guides are intended to serve as examples. It is anticipated that teachers and counselors will adapt the activities in the guides and will develop additional learning objectives and experiences to meet the needs of the learners with whom they are working.

CHAPTER II

RATIONALE

This chapter sets forth the frame of reference within which the set of career development curriculum guides was developed. The development of the guides was organized to provide flexibility in expanding and improving instruction and guidance in Hawaii. The guides are intended to provide suggestions for and stimulation to development of programs and professional growth of teachers, counselors, and administrators. The guides are designed to articulate elementary, secondary, and post-secondary programs and integrate academic education, vocational education, and guidance.

The four curriculum guides implement a set of assumptions about learners, the nature of career development, interventions for achieving career development, and the nature of the environment. These assumptions combine to establish a rationale underlying the development of the curriculum guides.

Assumptions about learners.

Each individual must reach a level of self-understanding and must develop attitudes, knowledge, and skills necessary for engaging in goal-directed behaviors which are vocationally and avocationally productive and personally satisfying. The individual needs to know about occupations and must have competency in specific tasks, but this is not sufficient. He/she also must know the ways in which tasks combine in occupations, and must understand the relationships among occupational elements in job clusters (Venn, 1964). The person must know about available opportunities and be able to relate knowledge of self to the occupational demands in choosing from among available courses of action. Each individual must understand his/her capacities for development at an early age, so aspirations and decisions can be realistic. The movement from a rural, agrarian to an urban, industrialized society has resulted in a highly specialized, technologically-based economy with a highly mobile population and a changing work-leisure structure. The work ethic, which placed pride in craftsmanship and individual achievement, has been challenged. It is becoming more difficult to find identity in an occupation. Most people must anticipate a series of job changes during the course of their working years. Many occupations will become obsolete and new ones will be born. ". . . Nearly half the students we see in high school will have unstable or multiple trial careers (Super, 1964, p. 3)." The movement away from argrarian-based economy which typifies the nation is pronounced in the state of Hawaii. The need is great for preparing the children and youth of Hawaii for coping with a world of work and leisure in a state of rapid change.

The Hawaii career development continuum implements the following assumptions about learners:

1. Every individual should have the opportunity to develop to the maximum his/her capacity for considered risk-taking.
2. Every individual should have the opportunity to clarify and refine knowledge about self and personal aspirations through planned assessment and evaluation.
3. Every individual should have the opportunity to gain a clear understanding of careers, to have an opportunity to explore career options, and to be prepared for career implementation.
4. Every individual should have the opportunity for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry-level skills.
5. Every individual should have the opportunity for learning the process of job entry and advancement, including mastery of skills of job seeking and career placement.
6. Every individual should have the opportunity to develop a clear understanding of the relationship of the educational process and career development.
7. Every individual should have the opportunity for healthy and fulfilling career development.

Assumptions about the nature of career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of positive self-identity and achievement of vocational and avocational maturity. Self-concept is a key construct in career development. "Individual values have been treated as the major synthesizing force in self-concept and the major dynamic force in decision-making (Katz, 1966. p. 3)." Career development is concerned with all the factors which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational and avocational roles. Career development is concerned with self, civic, social, and economic facets of the whole person.

The career development continuum implements the following assumptions about the nature of career development:

1. Career development is a process of individual growth toward vocational maturity and self-identity, realized through a systematic sequence of work experiences and implemented in occupational roles and the self-concept.

2. Career development is an ongoing process extending from infancy through maturity, concerned with all factors and conditions which contribute to or militate against acquisition of values, attitudes, knowledge, and skills and their implementation in meaningful and productive occupational roles.

3. Career development of the individual is cyclical in nature, and is subject to intervention to correct or facilitate development of self and achievement of career identity.

4. Career development is implemented through career awareness, career exploration and goal-setting, pre-service preparation, placement, and follow-up.

5. Career development is concerned with self, civic, social, and economic development of each person over a lifelong continuum in relation to the total spectrum of the work world.

Assumptions about effective interventions to achieve career development.

Healthy career development does not happen by chance. There must be a systematic approach to articulation and integration of planned experiences from kindergarten through adult education to foster and enhance career development. The interventions to facilitate career development of each individual must be implemented in planned experiences to bring about the cognitive, affective, and psychomotor changes needed to realize self-identity and vocational maturity. There must be a concerted effort involving academic education, vocational education, guidance, and work experience.

An effective intervention to achieve career development of the individual must include the efforts and inputs of learners, school personnel, parents, community leaders, labor and industry representatives, and businessmen. The experiences to facilitate career development must include planned opportunities for learning and practicing decision-making and value clarification. The intervention must provide an opportunity to articulate facets of particular jobs or careers and to expand this knowledge to other facets of careers. An effective career development intervention must provide an opportunity for growth of an internalized value system to help each individual move to self-fulfillment through appreciation of his/her own career role.

An effective program to facilitate career development must be part of a total curriculum, involving school, home, and community, and must be totally articulated and integrated laterally across school and community, and vertically from pre-school through adulthood. The content and nature of learning experiences must be focused on careers, with programs structured around career opportunities, occupational information, work attitudes and values, job entry skills, and higher level technical skills. An effective career development intervention must provide for a guidance component which assists individuals to make sound life-decisions, helps them prepare for work roles implementing their career choices, and prepares them for relating self-development experiences to career development. Career development of the individual is achieved through provision of an integrated instruction-guidance program geared to a sequence of developmental tasks (Havighurst, 1953).

A career development continuum must implement the same major goals or themes at every growth level. Administration, instruction, and guidance must be linked in a concerted effort to provide the kinds of intervention needed to realize career development. Effort must be made at every level of the educational process, from kindergarten through adult education, to implement a continuum of systematically related experiences designed to help each individual realize his/her full potential for career development. The resources of the State of Hawaii must be brought to bear on the problem of providing a totally integrated and articulated program of career development experiences for the children and youth of the state. Government, education, labor, industry, and community groups must work together to implement a planned program to prepare the children and youth of the state for facing the challenges of a rapidly changing society.

The career development continuum implements the following assumptions about effective career development interventions:

1. Career development interventions must focus on interaction of academic education, vocational education, guidance, and work experience.

2. Career development interventions should include the efforts and inputs of learner, school personnel, parents, community, labor, industry, and business.

3. Career development interventions must provide opportunities for experiences in learning and practicing decision-making.

4. Career development comprehensive programs to develop self, civic, social, and economic capabilities must provide career development activities according to the individual's developmental level and needs.

5. Career development programs of activities must provide each learner the opportunity to clarify and refine knowledge about self and aspirations for future through a planned process of self-assessment and evaluation.

6. Career development programs of activities must articulate facets of particular jobs or careers and expand this knowledge to other facets or careers.

7. Career development programs must provide for discussion and growth of an internalized value system which helps each person move toward self-fulfillment.

8. Career development interventions must provide for participation in various skill activities as a prelude to decisions concerning specific skill areas and eventual development of entry level skills.

9. Career development programs must provide assistance to the individual in learning the process necessary for job entry and advancement and in developing the skills of job seeking and career placement.

10. Career development interventions must provide individualization of learning experiences and participation in group learning and guidance activities.

11. Career development interventions must provide a systematic approach implemented jointly by school and community, with personnel from the world of work participating with educational and guidance personnel to design, implement, and evaluate the experiences supporting career development.

12. Career development interventions must be part of the total curriculum and must be totally articulated and integrated, laterally across school and community, and vertically from pre-school through adulthood.

13. Career development interventions must be implemented in learning experiences and activities focused on careers--elementary and secondary programs structured around career opportunities, occupational information, attitude development; high school programs around career exploration and job entry skills; and community colleges around technical skills.

14. Career development guidance interventions must assist individuals to make sound life-decisions, help them prepare for work roles implementing their career choices, and prepare them for relating self-developmental experiences to reality.

15. Career development interventions must be organized around a functional priority of life roles, with career-identity and self-identity providing the central focus.

16. Career development interventions must be based on a developmental concept, which provides for integrated instruction and guidance geared to a sequence of developmental tasks (Havighurst, 1953).

General assumptions about the environment.

A number of basic premises about the environment underlie the conceptual model of career development which establishes the frame of reference for the career development curriculum guides. The following assumptions, which reflect the rapid social and economic change characterizing post World War II society, the existing social and institutional arrangements, and some of the more critical problems and issues that confront society in general and Hawaii in particular are:

1. Rapid technological and social change will continue making it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

2. Preparation for work is a major objective of education.

3. Vocational education and academic education must be fused and integrated.

4. Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

5. Effective education must provide for intensive guidance and counseling.

6. Continuous articulation of education must be provided from kindergarten through grade 12 and into post secondary education and training.

7. Vocational-technical education, academic discipline, and guidance and counseling must be fused and integrated.

The rationale underlying the Hawaii Career Development Continuum assumes the need for systematic planning and continuing evaluation of the career of each individual. It assumes that healthy career development does not happen by chance. Zaccaria (1969) documents the assumption that skills and knowledge are not spontaneous occurrences. They must be developed in systematic ways. The accomplishment of healthy career development for the individual calls for a long-term, continuing intervention.

There must be continuing assessment of the individual potential so career growth and advancement can be facilitated. The assessment must begin early in life. Each person must understand capacities for development at an early age, so aspirations and decisions can be realistic from the start. The interventions to facilitate healthy career development of each individual must be implemented in planned experiences which will result in individuals being prepared for personally satisfying and socially constructive occupational roles, as well as achieving self-realization, implementing civic responsibilities, and maintaining healthy social relationships.

CHAPTER III

CONCEPTUAL MODEL OF CAREER DEVELOPMENT CONTINUUM

This chapter presents the conceptual model of the Career Development Continuum, which undergirded design of the curriculum. The development of the career development conceptual model was accomplished as a prerequisite to the design of curriculum guides to articulate career development learning experiences from Kindergarten through Grade 14. The conceptual model was developed to establish a framework for integrating career development learning experiences into the existing academic, vocational, and guidance curricula. The model is based on two assumptions: (1) that education must be relevant to the needs of the learners and conditions of the social and economic settings; and (2) that the delivery of education must be organized and implemented to optimize individual well-being and social welfare. The conceptual model implements two major premises:

> . . . the potential for career development is realized by providing experiences to assist the individual to become a fully functioning person
>
> . . . the potential for individual career development is realized by arranging a sequence of tasks and concepts to facilitate individual progress from one developmental level to another.

The conceptual model encompasses three major components: (1) areas of growth which must be developed for the individual to achieve career development; (2) sequence of experiences which must be implemented by the individual in the course of career development; and (3) components of the environment in which decisions and experiences must be implemented to accomplish a totally integrated system for achieving career development.

The areas of individual growth are expressed as the four major goals of career development. The goals are implemented in experiences of the individual interacting with the environment to achieve self and career identity. The sequence of objectives to be achieved is from awareness to exploration and preparation. The model illustrated in Figure 1 elucidates this conceptualization of a career development continuum.

Inspection of Figure 1 reveals that the individual achieves career and self-identity, becoming a fully functioning person, through a series of decisions and experiences in the school, community, home, and work/leisure settings. This is accomplished as he/she grows and develops in four areas: self-realization, economic efficiency, social relationships, and civic responsibility. Growth and development are realized as the individual progresses through a sequence of experiences ranging from awareness to exploration and skill preparation until he/she becomes a fully functioning person. The interrelationships among the three basic components of the conceptual model are shown in Figure 1. This figure identifies three basic components essential for achievement of career development:

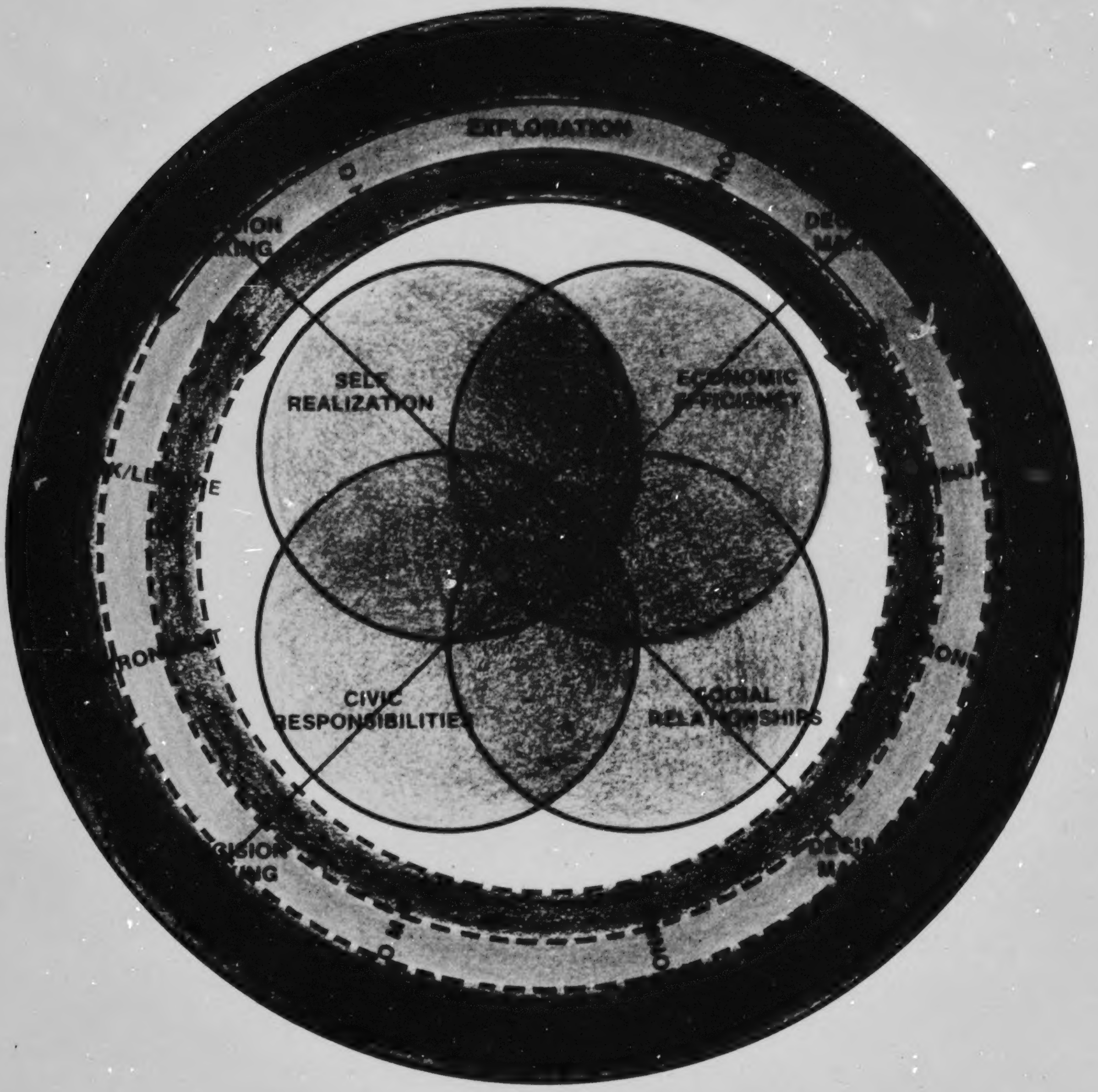

EXPLORATION
SELF REALIZATION
ECONOMIC EFFICIENCY
CIVIC RESPONSIBILITIES
SOCIAL RELATIONSHIPS

Fig. 1 Conceptual model of career development

. . . individual growth and development through

self-realization
economic efficiency
social relationships
civic responsibility

. . . an environment in which growth occurs in

home
school
work/leisure
community

. . . a sequence of experiences through

awareness
exploration
preparation-placement

Areas of individual career development

Career development is seen as the continuing growth of an individual toward complete self and career fulfillment, achieved through a sequence of interactions and decisions in the school, home, community, and work/leisure environments. Career development is the process of growth and development of the individual into the full realization of potential as a person with self and career identity. The individual becomes a fully functioning person through achievement of four goals:

. . . achieving self-realization through the development of communication and computation skills, personal values, goal-setting, and decision-making capabilities

. . . becoming economically efficient as producer and consumer of goods and services

. . . being able to establish and maintain healthy social relationships at home, on the job, in the family, in the community

. . . being able to carry out civic responsibilities at work and in the community.

Sequence of career development

The individual grows and develops into a fully functioning person as he/she progresses through a sequence of awareness, exploration, and preparation and skill development in relation to the four areas of individual growth and development. The individual must first become aware of self and the environment; then must explore career opportunities and develop goal-setting capabilities; prepare for job entry, achieve technological competencies, and learn the skills of job placement. These career development dimensions are related sequentially, with career and self-awareness being prerequisite to career exploration, which, in turn, precedes preparation and placement. Awareness of self and career is achieved as the individual acquires an understanding of self and the lifestyles related to different kinds of careers. Exploration of careers is accomplished through hands-on or simulation experiences as the individual develops the knowledge, attitudes, interests, and abilities required for different kinds of occupations, develops the capabilities of goal-setting, understands risk-taking, and value structuring, and acquires the skills of decision-making. Preparation involves the development of entry level job skills and capability of planning for continuing career development. Placement involves learning the job-seeking techniques necessary for placement and upgrading.

The career development continuum is seen as a lifelong process in which each individual achieves full potential as a fully functioning person. This is accomplished through a systematic sequence of experiences and decisions resulting in the individual becoming a person capable of being economically efficient, able to be civically responsible, capable of achieving self-realization, and capable of establishing and maintaining healthy social relationships.

The continuum is realized through a sequence of career development experiences aimed at achieving the four goals, extending from K through Grade 14, involving awareness, exploration, preparation, and placement. This continuum is shown in Figure 2.

Examination of Figure 2 shows that the dimensions of awareness, exploration, preparation and placement are incorporated in learning experiences, from Kindergarten through Grade 14. The emphasis on awareness, exploration, preparation, or placement is not constant, but changes, depending on the grade level, growth of the individual, and the social situation. In general, the emphasis in Kindergarten through Grade 6 is developing career and self-awareness. From Grade 7 to Grade 9, emphasis is on career exploration and goal-setting, but awareness and preparation can be included. From Grade 10 to Grade 14, the emphasis is on preparation and placement, but awareness and exploration are included also. The conceptual model subsumes the need to provide interventions to develop, improve, and increase career and self-awareness over the entire life span of the individual. The assumption is made that the individual never reaches the stage in life when there no longer is the potential for increasing or sharpening awareness of self and career. The time of greatest potential for developing awareness, however, is in the elementary grades, when the individual is concerned primarily with the developmental tasks of middle childhood:

learning physical skills needed for ordinary games

building wholesome attitudes toward oneself

learning to get along with peers

learning an appropriate social role

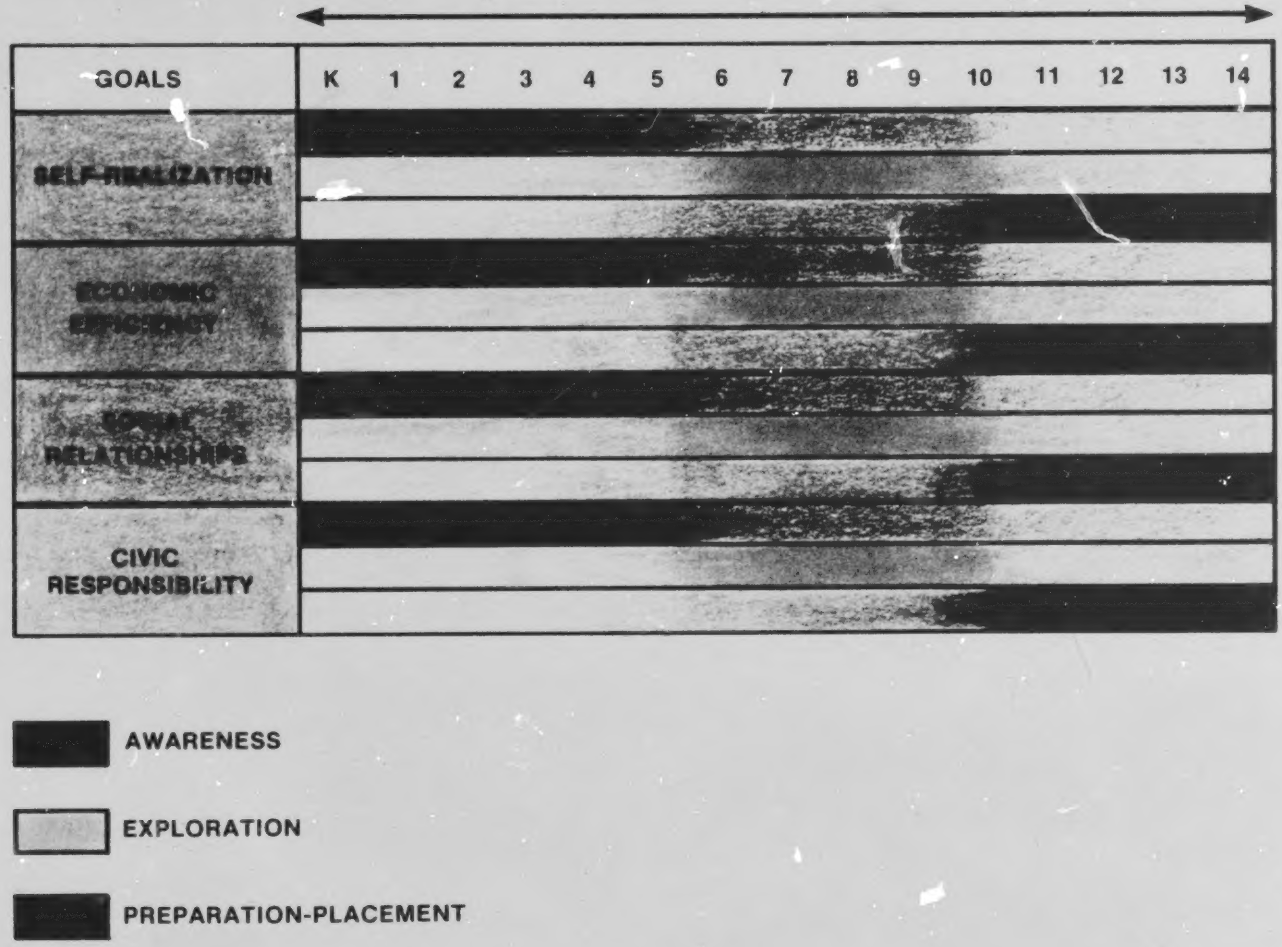

GOALS
K
1
2
3
4
5
6
7
8
9
10
11
12
13
14
SELF-REALIZATION
ECONOMIC EFFICIENCY
SOCIAL RELATIONSHIPS
CIVIC RESPONSIBILITY
AWARENESS
EXPLORATION
PREPARATION-PLACEMENT

Fig. 2 Scope and sequence model of career development

developing fundamental skills in reading, writing and calculation

developing concepts needed for achieving personal independence

developing conscience, morality, and scale of values

developing attitudes to social groups and situations.

It is assumed that to some degree the goals of career development are realized through career exploration over the entire life span of an individual. It is held that even in middle childhood when the individual is concerned primarily with tasks related to development of concepts and skills for everyday living--communication, computation, interpersonal relationships--there is some opportunity for career exploration, and some initial experiences relating to goal-setting. The major emphasis, however, on career exploration and goal-setting is at the middle school grades, when the individual is concerned with the developmental tasks of preadolescence:

achieving new and more mature relations with peers of both sexes

achieving a social role

accepting one's physique and using body effectively

achieving emotional independence of parents and other adults

achieving assurance of economic independence.

It is assumed that to some degree there is a potential for development of skill proficiencies starting at an early age and continuing through the mature years. The greatest emphasis, however, on preparation for job or further education is in adolescence and early adulthood. The line between career exploration and preparation is much less definite than that which marks the transition from awareness to exploration. The needs of the individual and the social situation exert more influence at this end of the continuum than at the beginning. For the individuals who will go directly from secondary school into the world of work, preparation must begin earlier than for those who will continue schooling in college or technical school. The emphasis on preparation and placement comes at the time when individuals are concerned with developmental tasks of adolescence and early adulthood:

selecting and preparing for an occupation

preparing for marriage and family

developing intellectual skills and concepts for civic competence

desiring and achieving socially responsible behavior

acquiring a set of values and an ethical system

selecting a mate

learning to live with a marriage partner

starting a family

rearing children

managing a home

getting started in an occupation

taking on civic responsibilities

finding a congenial social group.

Career development is accomplished over a lifelong continuum as the individual realizes his/her potential and achieves career identity through development of knowledge, skills, and attitudes to implement self-realization, economic efficiency, social relationships, and civic responsibilities.

Experiences implementing career development

Career development of the person is realized through interaction of the individual with four aspects of the environment: school, home, work/leisure, and community.

Career development is a lifelong process through which the individual realizes his/her potential and achieves self and career identity. This is accomplished through a systematic sequence of planned interventions to reinforce the sequence of development along the continuum of awareness, exploration, and preparation.

The four dimensions of the environment in which experiences and decisions are implemented to reinforce career development are:

. . . school, where the individual is afforded the opportunity to participate in purposefully created and contrived experiences to bring about changes in behavior

. . . home, where the individual is afforded the opportunity to interact with members of a family and to maintain a way of life

. . . work/leisure, where the individual is afforded the opportunity to perform labor as a means of earning a living or engage in activities for the sake of personal fulfillment and enjoyment

. . . community, where the person is afforded the opportunity to interact with other individuals who share folkways, mores, taboos, rules, and laws.

Through the experiences provided in school, home, work/leisure, and community, the individual grows into a person. The individual achieves self-realization, is capable of maintaining economic efficiency, can execute civic responsibilities, and can establish and maintain healthy social relationships. The school, working in consort with the home, community, and work/leisure world, plays a key role in facilitating healthy career development.

Implementing the conceptual model in a delivery system

The delivery of career development is accomplished through planned interventions which are provided through the interfacing of instruction, administration and guidance. Formative and summative evaluation is maintained as an integral part of the delivery system to provide quality control and accountability. Vocational education, academic education, and guidance are interrelated in the common pursuit of career development of the individual. The basic philosophy of career development expostulates that:

1. career development is a lifelong continuum
2. career development follows a systematic sequence of awareness, exploration, preparation and placement
3. career development of the individual is accomplished as the individual achieves self, civic, social, and economic development and growth
4. career development is achieved through experiences and decisions which facilitate the growth and development of the individual.

These assumptions combine to define a conceptual model which, when implemented in the school setting, will result in an integrated and articulated program of instruction and guidance, Kindergarten through Grade 14. This program is designed to develop self-realization, social relationship skills, civic responsibility capability, and economic efficiency capabilities of every child in Hawaii.

The career development continuum is conceptualized as an integral part of the total educational system in Hawaii. Delivery of the career development curriculum to learners in Hawaii's schools requires joint and collaborative efforts of instructional, guidance, and administrative personnel.

Administrators can contribute to the delivery of career development to Hawaii's schools by:

1. scheduling to allow for career development
2. offering in-service and pre-service training to prepare teachers and counselors

3. budgeting to allow for materials and equipment acquisition, repair, and maintenance
4. providing facilities
5. maintaining a climate which supports career development concepts
6. coordinating with community agencies and groups.

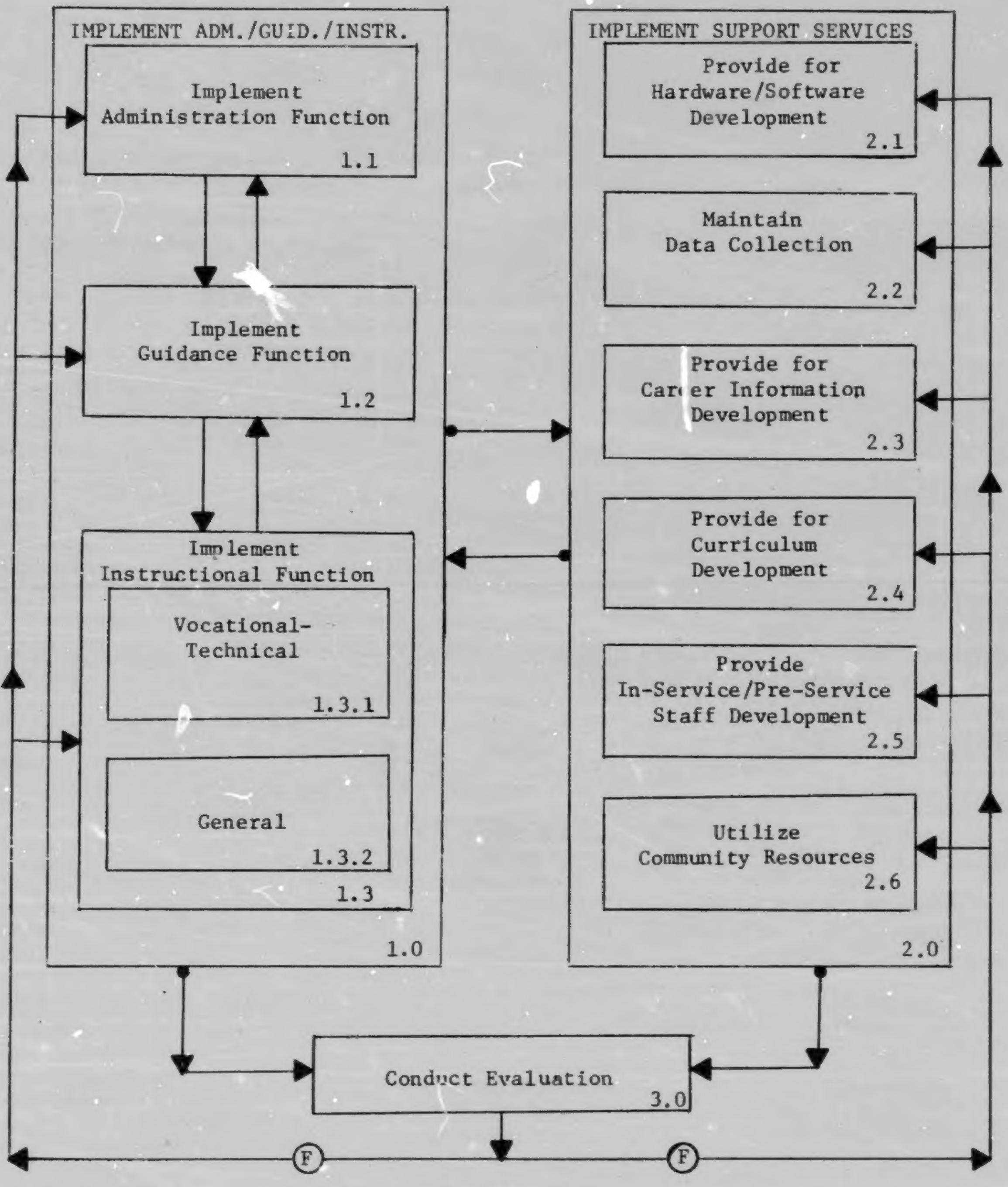
Counselors can contribute to delivery of career development in Hawaii's schools by:

1. working with teachers to create a career development center
2. providing job placement and follow-up assistance to learners
3. cooperating in the planning and organizing of school-community programs
4. developing learner objectives, learning experiences, and evaluation methods
5. integrating learning experiences into guidance activities
6. reinforcing career development objectives and subgoals in group and individual counseling.

Teachers can contribute to delivery of career development in Hawaii's schools by:

1. designing learner objectives, experiences, and evaluation methods to achieve career development goals
2. introducing into the different subject areas experiences which will assist learners to achieve a healthy career identity and self-concept
3. allowing for individual differences by selecting objectives and tasks appropriate for the individual learner or group of learners
4. using objectives and tasks from levels in the career continuum to meet the needs of individual learners
5. providing feedback to guide revision and modification in the curriculum guides.

A model for a delivery system of career development is shown in Figure 3.



IMPLEMENT ADM./GUID./INSTR.
Implement Administration Function
1.1
Implement Guidance Function
1.2
Implement Instructional Function
Vocational-Technical
1.3.1
General
1.3.2
1.3
1.0
IMPLEMENT SUPPORT SERVICES
Provide for Hardware/Software Development
2.1
Maintain Data Collection
2.2
Provide for Career Information Development
2.3
Provide for Curriculum Development
2.4
Provide In-Service/Pre-Service Staff Development
2.5
Utilize Community Resources
2.6
2.0
Conduct Evaluation
3.0
F
F

Fig. 3
Organizational structure for the
delivery of career development experiences

Figure 3 presents a model for the organizational structure to deliver a career development continuum in Hawaii. When the delivery system is implemented in the school setting, an integrated and articulated program of instruction and guidance, K through Grade 14, is achieved.

Staff development, material development, community participants, data collection, information processing, and curriculum development are integral parts of the total system for delivering career development.

The essence of career development is the person. Career development is person-oriented. Career development is an ongoing process of individual development, continuing from infancy through maturity. This developmental process takes place through a systematic sequence of experiences and decisions of the individual in an environment. These experiences and decisions contribute to the formulation of a positive self-identity and realization of vocational and avocational maturity.

CHAPTER IV

GOALS, SUBGOALS, AND OBJECTIVES OF CAREER DEVELOPMENT

This chapter describes the development of goals, subgoals, and objectives of career development, and presents the model for achieving a continuum through the process of relating goals, subgoals, and objectives across levels.

A goal statement is a collection of words or symbols describing a general intent or desired outcome. A goal is a broadly defined intended outcome, such as "achieving self-fulfillment." A goal sets the direction and indicates the general nature of the desired outcome, but does not specify the characteristics of the expected outcome. Goals reflect a philosophical frame of reference and are characterized by broadness in intent and scope. A goal is a statement of general purpose. Goals are somewhat idealistic, but should not be so far removed from reality as to be meaningless.

A subgoal is a component of a goal. Each goal is made up of two or more parts. Subgoals describe in general terms the knowledge, skills and attitudes which must be achieved in order for the goal to be reached. Subgoals are expressed in general terms to describe what the person will understand, the skills that will be developed, or the nature of the attitudes or values to be acquired in order for the goal to be realized. Goals tend to describe the total person or group of persons; subgoals refer to the psychomotor, affective, or cognitive dimensions of an individual or particular group of individuals.

Behavioral objectives are collections of words describing specific, pertinent, attainable, measurable, and observable behaviors that will result from planned interventions. Behavioral objectives are written in terms which can be evaluated, and specify the criteria of effectiveness. A behavioral objective must:

. . . identify and name the desired behavior
. . . describe the conditions under which the behavior will take place
. . . specify limitations or constraints
. . . specify acceptable levels of performance.

The conceptual model prescribes the goals for career development. There are four goals which must be achieved for an individual to become a fully functioning person:

. . . becoming capable of achieving self-realization
. . . becoming capable of maintaining economic efficiency as a producer and consumer
. . . becoming capable of establishing and maintaining healthy social relationships
. . . becoming capable of executing civic responsibilities.

The goal of self-realization is the development of knowledge, skills, and attitudes or values to make an individual the person he/she is capable of becoming, with a heightened self-awareness, a realistic self-concept, a positive self-image, a realistic value system, and decision-making capability. Achievement of self-realization involves development of communication and computational skills, acquisition of basic knowledge about health, and generation of feelings of self commensurate with potential abilities. Self-realization involves mastery of basic skills in reading, writing, speaking, listening, and mathematics.

The goal of economic efficiency is the development of knowledge, skills, attitudes or values to make an individual a person capable of managing home and family affairs and supporting self and dependents at a living standard above the poverty level in a manner contributing to individual well-being and social welfare. Achievement of economic efficiency involves developing the skills required to be an effective producer and consumer of services and goods, and the capability of benefiting from avocational pursuits. This goal subsumes the development of knowledge, skills, and attitudes required for getting and maintaining gainful employment and the management of income for the welfare of the person and dependents. It also involves productive management of time devoted to avocational interests.

The goal of civic responsibility is the development of knowledge, skills, attitudes or values to make the individual a person capable of contributing in an organized, lawful way to the welfare of the group. Civic responsibility means achieving an awareness of and participation in neighborhood and local community issues and affairs, awareness of political issues and laws of the land at local, state, national, and international levels, and respect for the rights and property of others in school, community, home, and work-leisure settings.

The goal of social relationships is the development of knowledge, skills, attitudes or values to make an individual a person capable of coping with social situations and relating to other human beings in terms of realities, expectations, and standards of society. The goal subsumes the development of interpersonal and interrelationship skills needed to function effectively in the home, community, school, and work-leisure settings.

For each of the goals, a set of subgoals has been defined. The major goals and subgoals are shown in Table 1.

Table 1

Major Goals and Subgoals

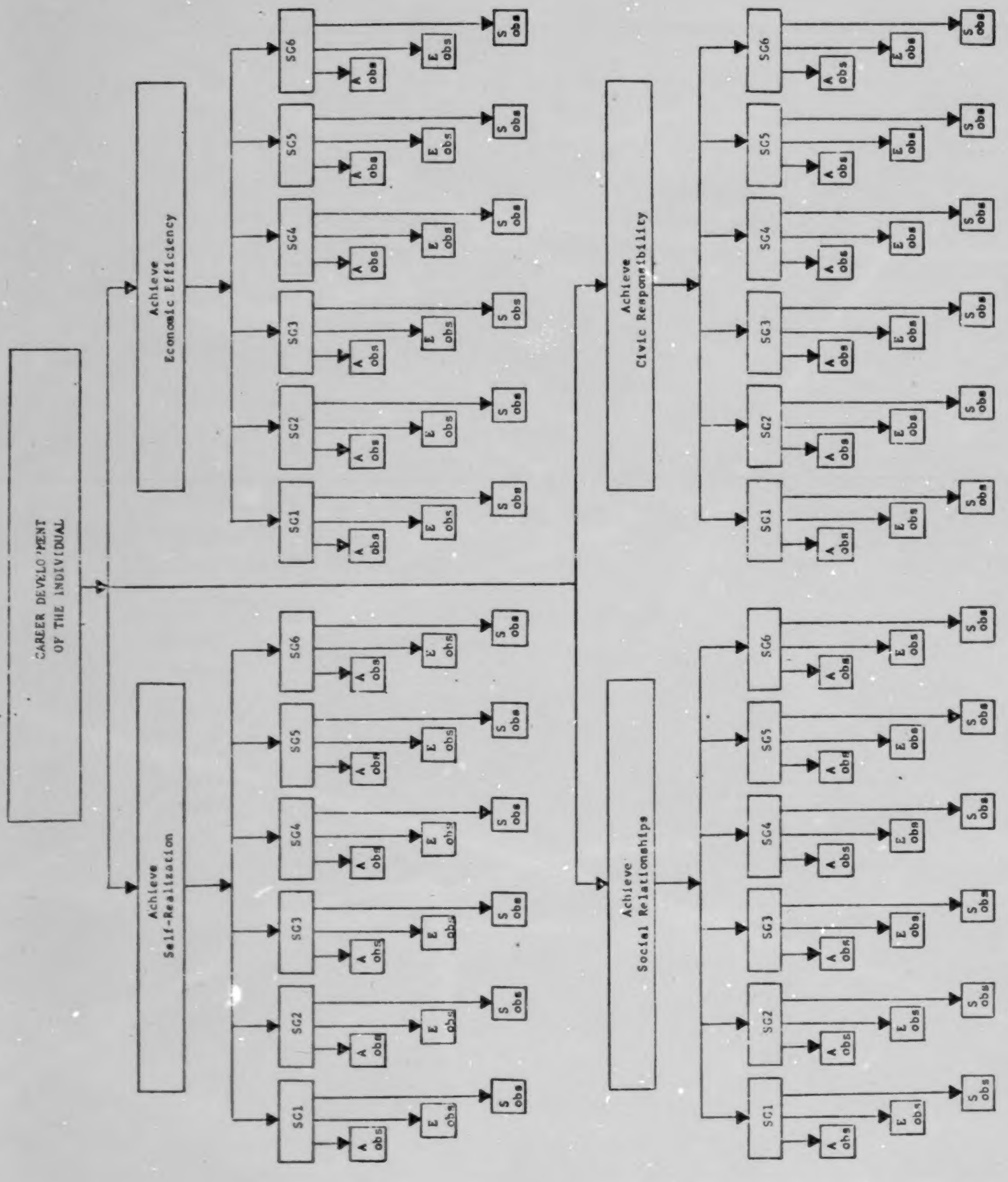
Goals	Subgoals
Self-realization:	1. Acquire skills of self appraisal. 2. Develop awareness and understanding of self. 3. Develop understanding of decision-making process. 4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting. 5. Develop understanding of the relationship between work and life style. 6. Develop appreciation for individual differences in interests, values, aptitude, skills, abilities, attitudes.
Economic Efficiency:	1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions. 2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual. 3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people. 4. Develop understanding that new occupations develop in response to needs of society. 5. Develop employability skills. 6. Develop understanding of the relationship between education and work.
Civic Responsibility:	1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, in the community. 2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals. 3. Develop understanding of importance of rules in society. 4. Develop understanding of relationship between responsibilities and rewards in work and leisure. 5. Develop capabilities for making effective use of resources and understand relation of environment to work. 6. Develop ability to participate in various kinds of civic groups.
Social Relationships:	1. Develop interpersonal skills. 2. Develop understanding of social roles. 3. Develop understanding of cooperation. 4. Develop understanding of community workers. 5. Develop appreciation for flexibility and adaptability in social relationships. 6. Develop understanding of interrelatedness of occupational roles.

Inspection of Table 1 reveals that the same subgoals are implemented at each level of the continuum. It is this repetition of subgoals which insures articulation across grade levels.

Each subgoal is translated into a set of learner objectives, against which the teacher or counselor can compare the outcomes to determine effectiveness of the learning experiences. The objectives are designed to take into account the need for the learner to progress through the stages of awareness and exploration to skill preparation and placement. The learner objectives specify knowledge, skills, and attitudes to be developed, reinforced, and strengthened to realize career development. The objectives in Part II of the curriculum guide are generally stated learning outcomes. These expected outcomes must be expressed as behavioral objectives, since the effectiveness of the learning tasks can be determined only if evaluation is criterion referenced. To define a behavioral objective, it is essential to take into consideration the limitations and constraints in the situation and the characteristics of the learners. Since the curriculum guides will be used by teachers and counselors in different school settings, the definition of behavioral objectives will need to be done by the teachers and counselors, taking into account the learner characteristics, environmental conditions, resources, and constraints in the particular school setting. The teacher or counselor should convert each learner objective into a behavioral objective. Each definition of a behavioral objective should include: (1) operational description of the behaviors to be developed; (2) the conditions under which the desired behaviors will be demonstrated; (3) limitations and constraints; and (4) criteria for acceptable performance.

Each behavioral objective developed by teacher or counselor should pass a quality test. Ryan (1973) developed and described a SPAMO quality test for behavioral objectives. This test requires that each objective satisfy five criteria in order to be of the desired quality to provide a basis for accountability. The criteria are: (1) Specificity; (2) Pertinence; (3) Attainability; (4) Measurability; and (5) Observability. An objective is specific if it is expressed in terms clear and precise rather than being vague or ambiguous. It is pertinent if it is relevant to the learners and the setting. Any objective which cannot be shown to be important for career development is not pertinent. An objective is attainable if it is within the realm of possibility for the particular group of learners and the situation. An objective is measurable if procedures for quantifying the desired outcomes are available. An objective is observable if the desired outcomes can be seen either directly or inferred on the basis of behaviors that can be seen. The learner objectives included in Part II of the curriculum guide are intended to be suggestions. They were developed outside the context of any particular school. They must be converted to behavioral objectives which are appropriate for a particular school setting.

The relationships among goals, subgoals, and objectives are shown in Figure 4.


CAREER DEVELOPMENT OF THE INDIVIDUAL
Achieve Self-Realization
Achieve Economic Efficiency
Achieve Social Relationships
Achieve Civic Responsibility
SG1
SG2
SG3
SG4
SG5
SG6
A obs
E obs
S obs

SG = Subgoal
A = Awareness Objectives
E = Exploration Objectives
S = Skill Objectives

Fig. 4 Hierarchy of goals, subgoals, and objectives to achieve career development of the individual

Examination of Figure 4 reveals that within each of the four major goal areas of career development, basic concepts have been identified by the subgoals which must be achieved. The subgoals represent broad areas of learning which must be mastered to develop the knowledge, skills, and attitudes implementing self-realization, economic efficiency, social relationships, and civic responsibility. These four goals are the foundation of the career development model. It can be seen that subgoals are converted into learner objectives relating to awareness, exploration, and preparation. The way in which the goals and subgoals are converted into a sequence of related objectives to establish a continuum of career development is shown in the charts on pages 31 to 41.

Examination of the charts on pages 31 to 41, which depict the relationships among goals, subgoals, and objectives, shows the way in which the continuum of career development is accomplished through implementation of learning experiences to achieve a sequential set of objectives related to a single subgoal. It is expected that learning experiences will be implemented in the early grades to develop awareness in relation to self-realization, economic efficiency, social relationships, and civic responsibility. In the middle grades, related objectives will focus on exploration, and in the upper levels, the related objectives will emphasize skill development. The four goals constitute the foundation for the career development model. The subgoals represent broad areas of learning content which implement the four goal areas. The objectives define the outcomes in relation to awareness, exploration, and preparation. The matrix of subgoals and objectives, by developmental levels, establishes a scope and sequence for each of the four goals. By studying the charts showing the objectives by levels, it is possible to identify the way in which objectives appearing in the four curriculum guides are related.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Acquire skills of self-appraisal.	1. Each learner will be able to list or describe three personal attributes.			
	2. Each learner will be able to tell the subject matter areas in which his/her performance is above average.	1. Each learner will be able to describe his/her performance in each subject matter area.	1. Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	1. Each learner will be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.
	3. Each learner will be able to give an example of personality variables about himself/herself.	2. Each learner will be able to list or describe three personality variables about himself/herself.	2. Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	2. Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.
	4. Each learner will be able to list or describe one unique personal characteristic.			

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
2. Develop awareness and understanding of self.	1. Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.	1. Each learner will be able to list or describe one personal strength and one personal weakness. 2. Each learner will be able to describe a method of strengthening a personal weakness. 3. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	1. Each learner will know ways of improving his/her behaviors and attitudes. 2. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	1. Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. 2. Each learner will be able to describe the meaning of maximizing one's potential.
3. Develop understanding of decision-making process.	1. Each learner will be able to give an example of making a decision.	1. Each learner will be able to list or describe the steps involved in making a decision.	1. Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. 2. Each learner will be able to name factors that influence a career choice.	1. Each learner will be able to accept responsibility for his/her decisions. 2. Each learner will be able to list and rank-order criteria for his/her career.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		1. Each learner will be able to list or describe sequence of career development.	1. Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.	1. Each learner will be able to assume responsibility for making a career choice.
		2. Each learner will be able to list two occupations in which he/she is interested.	2. Each learner will be able to tell the value and consequences of several career choices open to him/her.	2. Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.
		3. Each learner will be able to list two occupations in which he/she has no interest.		
5. Develop understanding of the relationship between work and life style.	1. Each learner will be able to give an example of the way work relates to the way one lives.	1. Each learner will be able to list or describe ways in which working relates to the way one lives.	1. Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice.	1. Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs.
	2. Each learner will be able to give an example of the way in which his/her attitudes relate to school performance.	2. Each learner will be able to list or describe ways in which his/her attitudes relate to school performance.	2. Each learner will be able to identify different personal characteristics which affect performance in a job or hobby.	2. Each learner will be able to derive satisfaction from work/educational experiences.
	3. Each learner will be able to tell how his/her study habits relate to school success.	3. Each learner will be able to list or describe ways in which his/her study habits relate to school success.	3. Each learner will be able to describe the way in which volunteer services affect life style.	3. Each learner will be to list or describe the way changes in life style are caused by occupational advancement.

Goal: Developing Capabilities for Achieving Self-realization Through Self-understanding and Decision-making.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	1. Each learner will be able to describe or define ways in which he/she is different from other persons. 2. Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		1. Each learner will know of existing and changing values of various ethnic and religious groups. 2. Each learner will be able to understand and appreciate unique values and standards of cultural groups. 3. Each learner will be able to identify five ways in which people differ.	1. Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons. 2. Each learner will be able to show self-insight by stating ways in which he/she differs from others.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	1. Each learner will be able to list or describe types of workers in the community. 2. Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	1. Each learner will be able to list or describe types of workers in the community or in the school. 2. Each learner will be able to list or describe two ways to classify occupations.	1. Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	1. Each learner will be able to describe one job and name one occupational cluster.
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	1. Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	1. Each learner will be able to describe one occupation which has an effect upon a portion of society and contributes to individual growth.	1. Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	1. Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoal	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	1. Each learner will be able to tell how one worker in the school contributes to the good of society. 2. Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area. 3. Each learner will be able to list or describe three personal reasons why people work.	1. Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society. 2. Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation. 3. Each learner will be able to describe or participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two contributions that workers make to society. 2. Each learner will be able to develop appreciation for economic rewards from work.	1. Each learner will be able to explain how one's service contributes to the community. 2. Each learner will be able to describe economic implications of career decisions.
4. Develop understanding that new occupations develope in response to needs of society.	1. Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	1. Each learner will be able to list three occupations which have developed within his/her lifetime. 2. Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	1. Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations. 2. Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.	1. Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop employability skills.	1. Each learner will be able to give an example to show two factors necessary for job success.	1. Each learner will be able to list three factors necessary for job success.	1. Each learner will be able to describe two employability skills.	1. Each learner will be able to list skills adequate for job or educational entry in an area of interest. 2. Each learner will develop the capability of being able to move into a job or further education.
6. Develop understanding of the relationship between education and work.	1. Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. 2. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	1. Each learner will be able to list or describe the educational needs related to a specific occupation. 2. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	1. Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	1. Each learner will be able to list the educationa[illegible]uirements for a [illegible]ific job.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop interpersonal skills.	1. Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	1. Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	1. Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	1. Each learner will be able to describe the importance of interpersonal relationships. 2. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.
2. Develop understanding of social roles.	1. Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	1. Each learner will be able to describe the role of one significant adult.	1. Each learner will be able to describe ways that social roles are valuable to him/her.	1. Each learner will be able to describe various social roles related to groups of which he/she is a member.
3. Develop understanding of cooperation.		1. Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	1. Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. 2. Each learner will be able to value cooperation as a means to progress.	1. Each learner will be able to describe ways of working cooperatively with other members of a group.
4. Develop understanding of community workers.		1. Each learner will be able to describe two occupations which contribute to other occupations.	1. Each learner will be able to describe ways in which occupations are interrelated.	1. Each learner will be able to list and describe occupations in the Public Service cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.				
Subgoals	Learner Object[illegible] by Levels			
	K-3	4-6	7-9	10-12
5. Develop appreciation for flexibility and adaptability in social relationships.	1. Each learner will be able to list two feelings his/her father or mother has about his or her work.	1. Each learner will be able to describe or define work in two different ways.	1. Each learner will be able to describe ways in which one member can adapt to facilitate group action. 2. Each learner will be able to accept the value of change.	1. Each learner will be able to describe ways in which he/she has altered a social role over a period of time. 2. Each learner will realize that a variety of roles contribute to his/her development as a person.
6. Develop understanding of interrelatedness of occupational roles.	1. Each learner will be able to give an example of one job which contributes to or is related to another job.	1. Each learner will be able to describe one job which contributes to or is related to another job.	1. Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	1. Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	1. Each learner will be able to give an example of one way in which work requires responsibility.	1. Each learner will be able to list or describe ways in which work requires responsibility.	1. Each learner will be able to show that individual responsibility is related to the success of a group project.	1. Each learner will be able to show that he/she knows the responsibilities which he/she has to the society in which he/she lives.
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	1. Each learner will be able to participate in a task which contributes to classroom goals.	1. Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	1. Each learner will be able to state advantages and disadvantages of participation in civic groups.	1. Each learner will be able to describe the process of participation in one civic action group.
3. Develop understanding of importance of rules in society.	1. Each learner will be able to list rules for a group of which he/she is a member.	1. Each learner will be able to list or describe responsibilities of the adult citizen.	1. Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	1. Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	1. Each learner will be able to give an example of the rewards, other than money, which are related to working.	1. Each learner will be able to list or describe rewards, other than money, which are related to working.	1. Each learner will be able to describe two ways in which work is of value.	1. Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels			
	K-3	4-6	7-9	10-12
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		1. Each learner will be able to list or describe the relationship of the environment to a particular job.	1. Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	1. Each learner will be able to list or describe the relation of occupations to conservation of resources.
6. Develop ability to participate in various kinds of civic groups.	1. Each learner will be able to describe ways in which participation in a group helped him/her.	1. Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	1. Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	1. Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.

PART II

LEARNING EXPERIENCES

This part of the guide contains the set of objectives, learning experiences, and evaluation procedures for the given grade levels. The objectives are sample objectives and the learning experiences are suggested tasks, materials, and equipment. Suggestions are given to indicate the class or settings in which the learning experiences might be used.

K-3
4-6
7-9
10-12
13-14

CDC

KINDERGARTEN

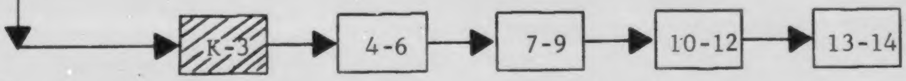
K-3
4-6
7-9
10-12
13-14

CDC

KINDERGARTEN

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to list or describe three personal attributes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(bulletin board, magazines, scissors, drawing paper, crayons)

1. Have learners make a bulletin board display entitled "We Have Feelings." Divide the bulletin board into three sections: HAPPY, SAD, MAD. Have learners cut out pictures of people displaying these feelings and add to the appropriate section on the bulletin board.
2. Discuss with learners the feelings they have. Let them tell when they have felt happy, sad, and mad.
3. Have learners draw pictures of themselves showing the three feelings. Mount these on the bulletin board and discuss.

LEARNING EXPERIENCE B: (Language Arts, Health) A

(mirror)

1. Using a wall mirror ask learners to look at themselves and describe what they see, especially what feelings are shown in their faces.
2. Have one learner make a face and have others describe how the learner looks. Discuss such questions as, "Have you ever felt like that? Have you ever made a face like that? How did it feel?"
3. Have learners use the mirror to encourage good grooming.

LEARNING EXPERIENCE C: (Art) A

(mirror, drawing paper)

1. Ask learners to look into the mirror and draw a self-portrait.
2. Since this picture shows their outside, ask them to show the picture and describe what they look like on the inside in terms of feelings.

LEARNING EXPERIENCE D: (Music) A

1. Teach learners to sing "If you're happy and you know it, clap your hands."

2. Discuss how each person has different moods.

LEARNING EXPERIENCE E: (Music) A

(piano or records)

1. Play various pieces of music which elicit different feelings.

2. Ask learners to act out or show by their faces the feelings they get from the music.

LEARNING EXPERIENCE F: (Language Arts) A

1. Ask learners to tell how they have made someone happy, sad, and mad.

2. Ask learners to tell when someone has made them happy, sad, and mad.

Evaluation

Oral quiz. Each learner will describe three of his/her personal attributes.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to tell the subject matter areas in which his/her performance is above average.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart-making materials)

1. Prepare several charts with all learners' names listed vertically. Across top, list two or three criteria necessary to evaluate job performance; for example: I finished my work; My paper looks neat; I did my own work; I followed directions; I did the best job I could.
2. Use one chart for each activity, have learners evaluate their own work in terms of selected criteria, and have learners check off those criteria met.
3. Use this self-evaluation for each assigned task as long as necessary for the learner to become aware of his/her performance in the classroom.

Evaluation

Oral quiz. Each learner will tell the subject areas in which he/she thinks his/her performance is above average. Criteria of acceptability defined by the teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 3: Each learner will be able to list or describe one unique personal characteristic.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(pictures of children)

1. Show pictures of learners doing different things.

2. Ask and discuss the following questions:

   a. What are these children doing?
   b. What do you think these children are thinking about?
   c. Have you ever done any of these things?
   d. How are you different from the children in these pictures?

LEARNING EXPERIENCE B: (Language Arts, Mathematics) A

(blackboard, colored chalk)

1. Divide blackboard into four columns. At the top of each column draw a picture of a head and color hair brown, black, yellow, or red. Have each learner write his/her name in the appropriate column. Discuss the fact that hair color is one of many unique personal characteristics.

2. Ask learners to count the number of names in each column.

LEARNING EXPERIENCE C: (Social Studies) A

(sheets of paper)

1. Ask learners to print their names on sheets of paper, or print learners' names on sheets and distribute.

2. Arrange learners in a circle. Have each learner show name and compare with others (e.g., starts or ends with different letters, longer or shorter than others) to show this is one way we are all different.

LEARNING EXPERIENCE D: (Social Studies) A

(poster board or cardboard, construction paper, masking tape)

1. Use several learners as models. Trace outline of learner on large piece of poster board or cardboard and cut out. Use construction paper to make several sets of features. For example, various sets of eyes, hair, and clothing.
2. Divide learners into small groups. Have learners select one of their group as a model and complete the form by attaching the various features.
3. Discuss how each figure is different from the others.

Evaluation

Each learner will describe one characteristic which he/she has which is unique.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 4: Each learner will be able to give an example of one personality variable about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

1. Give learners choice of going outside to play with an aide or staying inside to play with the teacher.
2. Discuss with learners why some decided to go out, while others decided to stay inside.
3. Point out that some jobs require persons to work outside, others to work inside.
4. Discuss the fact that some jobs require people to work with others, while some jobs require people to work alone.
5. Discuss learners' choices.

LEARNING EXPERIENCE B: (Mathematics) A

1. Have learners vote on where they prefer to work or play--inside or outside. First have one learner count all the inside votes; then check the count by having the learners count off. Do same for outside votes. Compare the numbers for which is larger, which is smaller.
2. Lead a discussion with class regarding their choices.

LEARNING EXPERIENCE C: (Language Arts) A

1. Lead a discussion whereby learners can talk about themselves with regard to "What do I like? Why do I like these things?"
2. Also point out that all do not agree and how each learner is different from others.

LEARNING EXPERIENCE D: (Art) A

(paper, crayons)

1. Have learners make pictures of things they like.
2. Have learners use pictures for a class collage or for an individual collage.

LEARNING EXPERIENCE E: (Language Arts) A

1. Have learners choose activities they want to participate in.
2. Follow this with a discussion of why they chose the particular activities. Relate this to likes and dislikes.

Evaluation

Oral quiz. Each learner will give one example of one personality trait which he/she has.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to give an example of making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Art, Language Arts, Mathematics) A

(paper, chart paper, blocks)

1. Have each learner make a booklet showing pictures of things he/she likes--for example, one page showing food he/she likes best, favorite color, favorite mode of travel, favorite animals.
2. List on large chart various "favorites" for each category. Have each learner put a block under the "favorite" he/she drew. Have learners point out which items received more blocks than others, or less than others.
3. Have learners discuss what they drew and why.

LEARNING EXPERIENCE B: (Language Arts) A

(blackboard)

1. Have learners plan a party. Have learners decide what foods to have. List on board the possibilities. Have learners vote for those they would like.
2. Discuss why all the foods listed cannot be had at the party. Discuss how each learner can't have everything he/she wants and how each must consider others' wants, likes, and dislikes.

Evaluation

Oral quiz. Each learner will tell an example of making a decision.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relations between work and life style.

Learner Objective 1: Each learner will be able to give an example of the way work relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(helpers chart; special toys: puzzles, games, TV, records; "Little Red Hen," pictures of different life styles, plastic chips)

1. Make assignment of classroom tasks. Have learners determine a point value for each helping task available (such as picking up papers, passing out cookies, straightening chairs and books). Points must be earned in order to use certain special activities during free time. The values of these activities vary, as will the points for certain jobs, and the learner will determine what the point value shall be. If a learner does not volunteer for a helping task, he/she does not get to use the special activities.

2. After points have been earned, award as many chips as the learner has points. Learners can see who has the most (more than) and who has the least (less than).

3. Discuss what happened to the learners who earn the most, the least, or no points.

4. Discuss what was done in order to participate in special activities. Have learners tell what they did, how they did it, and what their payment was.

5. Provide learners with pictures showing a variety of life styles. Compare and contrast them. Discuss differences and possible reasons for them.

6. Read story of "Little Red Hen." Discuss how it relates to goal.

LEARNING EXPERIENCE B: (Social Studies) A

1. Discuss the way of life of the learners. For example, they sleep nights because they go to school days.

2. Compare with some mothers and fathers who must work at other hours, discuss how this work influences their lives.

Evaluation

Oral quiz. Each learner will give an example of the way work determines the way one lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to give an example of the way his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Discuss with the learners how their feelings about a particular activity can influence their performance on that particular task.
2. Have learners give examples of school activities they enjoy doing as well as those they don't enjoy. Lead a discussion to point out to learners how liking to do something helps them to do better.

Evaluation

Oral quiz. Each learner will tell one example of how the way he/she feels about an activity influences what he/she does.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to tell how his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Lead discussion with class of what good study habits are. Have learners role play an example of each.

2. Discuss which type of study habits help them be more successful in school.

Evaluation

Oral quiz. Each learner will tell one way in which his/her study schedule relates to his/her school success.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will be able to describe or define ways in which he/she is different from other persons.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(film: "The Toymaker," Anti-Defamation League of B'nai Brith, puppets)

1. Show film "The Toymaker."

2. Discuss with learners the film. Relate how the puppets were different and how they felt about each other. Discuss how their feelings changed and why this happened.

3. Have learners use puppets and present in their own words what they saw in the film.

4. Divide the classroom into pairs. Have learners sit in a circle. Each pair will get a chance to be in the center. Ask the learners in the outside circle to tell how the two learners are different. Encourage learners to not only give physical differences, but to tell how they are different in what they can do, and in any personal ways that the classmates may know about.

LEARNING EXPERIENCE B: (Art, Language Arts) A

(mural paper, crayons, scissors)

1. Draw full-size outlines of the learners.

2. Have each learner lie down on a large sheet of paper. Trace outline. Have learners draw and color features and clothing.

3. Compare these figures. Discuss how each is unique.

LEARNING EXPERIENCE C: (Language Arts, Mathematics) A

(scale, tape measure or yardstick, paper, bulletin board)

1. Take learners to nurse's office to weigh and measure each learner, or do it in the classroom. Record measurements on a bar graph on a bulletin board.

2. Have each learner put name on the bar graph representing own height and weight.

3. From the graph, have learners tell which numbers are bigger and smaller.

4. Discuss the differences in height and weight and how each learner is unique.

LEARNING EXPERIENCE D: (Language Arts, Art) A

(drawing paper and construction paper, crayons)

1. Have each learner tell class about himself/herself. Tell such things as:
   a. name
   b. address
   c. family
   d. friends
   e. pets
   f. favorite food
   g. favorite color
   h. like best in school
   i. what makes learner happy or sad
   j. what want to be when grown up

2. Have learners make pictures to cover the various topics. Put these together in a booklet. On cover of booklet, put a self-portrait of the learner or a silhouette of the learner's head.

Evaluation

Oral quiz. Each learner will tell one way in which he/she is different from some other person he/she knows.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to list one difference between himself/herself and another person in each of the following areas: (1) interests, (2) abilities, (3) aptitudes, (4) values, and (5) attitudes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(construction paper, magazines, scissors, paste)

1. Have the learners print on a large sheet of construction paper "Things I Like to Do." Ask the learners either to cut out pictures from magazines or draw pictures of things they like to do. Paste pictures on this sheet.
2. Ask learners to share their pictures. Discuss how their interests are different from each others' interests.

LEARNING EXPERIENCE B: (Physical Education, Language Arts) A

(jump rope, ball, tumbling mat)

1. In the gym, ask learners to perform a variety of tasks, requiring different skills--such as jumping rope, walking a beam, turning sommersaults, skipping, hopping on one foot, doing a crab walk. Since not all learners will be able to do all tasks equally well, discuss and relate how we all have different abilities.
2. Have learners tell what they can do best. For example--paint, sing, and run. Discuss and compare how the learners are different from each other.

LEARNING EXPERIENCE C: (Art) A

(drawing paper)

1. Have each learner draw a picture of what he/she does best. Bind these pictures together in a booklet for classroom display.
2. Lead discussion to point out not all do the same thing the best.

LEARNING EXPERIENCE D: (Language Arts) A

1. Ask each learner to tell of something that they think is important to them. Have them tell why it is important.
2. Discuss variety of "things" learners say are important.

LEARNING EXPERIENCE E: (Language Arts) A

(suitcase)

1. Have an empty suitcase and tell the learners that the class will have to move to another room and that they can each take one item. Ask each learner in the room to pick an item in the room and place it in the suitcase.
2. Have learners tell why they chose the particular items.

LEARNING EXPERIENCE F: (Language Arts) A

(pictures)

1. Show learners pictures of children and other people engaged in a variety of activities. Ask learners to tell how they feel about what is happening in the picture, what happened before, what will happen, what would they do in a similar situation. Ask several learners to respond for each picture.
2. Discuss and compare the differences in their responses and relate this to their attitude toward the situation shown.

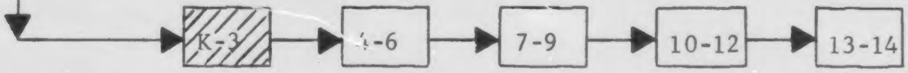
Evaluation

Oral quiz. Each learner will tell one example of the way he/she is different from someone else in terms of his/her (1) interests, (2) aptitudes, (3) abilities, (4) values, and (5) attitudes.

KINDERGARTEN

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 1: Each learner will be able to give examples of workers in different kinds of occupations in the community.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) E

(bulletin board, pictures of community workers, pictures of tools)

1. Have learners take neighborhood walks or visits to places of work. Invite workers to visit the classroom and talk about their work, wearing their "working clothes" and bringing in the tools of their trade. If field trips are not possible or if it is difficult to bring workers to the classroom, put pictures of various community workers on the bulletin board.
2. Cut out pictures of tools used by the various workers. Have learners match workers and tools.

LEARNING EXPERIENCE B: (Language Arts) A

(hats or pictures of workers' hats)

1. Collect actual hats or pictures of hats worn by various workers in the community.
2. Have learners identify workers by hats.

LEARNING EXPERIENCE C: (Language Arts) E

(stories about workers)

1. Read stories about workers in the c[illegible]nity.
2. Have learners pantomime the work[illegible] they know. Discuss what they are doing.

Evaluation

Oral quiz. Each learner will give an example of two workers with different jobs.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(pictures of workers, drawing paper, crayons)

1. Develop and discuss the concept that some workers make things or give us things (like the jeweler) and some workers do things for us (like the barber). Provide learners with pictures of workers who are clearly service-oriented and clearly production-oriented and ask learners to divide them into the two categories. Discuss why they fall into categories.

2. If a neighborhood walk was taken, discuss with learners the idea of production-oriented and service-oriented work. Have them list, orally, the workers they saw who do things for us and those that make things.

3. Have learners tell if their parents do things or make things when they work.

4. Have learners draw two pictures of workers who do things for us, and two pictures of workers who make things. Mount these pictures in two booklets for the class.

Evaluation

Oral quiz. Each learner will name two jobs that are production-oriented and two that are service-oriented.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and security.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(bulletin board, photograph of each learner)

1. During the first few weeks of school, have all the learners' names, first and last, on a bulletin board. Next to each name have a photograph of the learners so that learners may learn to recognize their own names and those of their classmates.

2. Remove all the pictures and ask each learner to find his/her own picture and put it back up beside his/her name. As the learners become more familiar with each other's names, the game of "fish" can be played with groups of learners. Put all pictures face down in a pile. Learners then take turns drawing from the pile and placing the pictures they draw next to the proper name.

LEARNING EXPERIENCE B: (Language Arts) A

(bulletin board)

1. Prepare a bulletin board of "Best Work." Learners judge their own work and decide what should be put up. Change frequently; daily if possible.

2. Discuss how learners feel when choosing "Best Work."

Evaluation

Oral quiz. Each learner will describe one way in which work makes it possible for a person to have dignity.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to tell how one worker in the school contributes to the good of society.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) E

1. Take the whole class on a walk through the school building in order to see the workers at work and to become familiar with the building.
2. Before taking the walk through the school, discuss who will be seen, where, what they might be doing, and why they are doing it. After the walk, discuss what actually was seen, where it was seen, and why it might have been happening.
3. Invite the school's workers to visit the classroom and talk about their particular job. Have pairs of students invite specific workers to visit the classroom on certain days.
4. Discuss with the class prior to each visit the types of information they would like to know. After the talk by the workers, review with the learners what they heard.

LEARNING EXPERIENCE B: (Art) E

(scrapbook, paper, crayons, pictures of school workers)

1. Prepare a scrapbook of school workers. Have each learner draw a picture of one school worker he/she is familiar with, or have numerous pictures of school workers available for learners to paste into scrapbooks.
2. Use these booklets or scrapbooks for a bulletin board display.
3. Discuss importance of each worker to the school and society.

Evaluation

Oral quiz. Each learner will tell an example of one worker in the school and tell how the work contributes to the good of society.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(simplified map of neighborhood)

1. Arrange for a neighborhood walk. Stop at the stores, the service stations, the churches, and banks. Or, make a simplified map of the neighborhood and simulate "visits" to businesses learners are familiar with.

2. Lead a discussion of the various jobs seen. Have learners list and describe the work performed. Discuss with the learners ways the workers they "visited" contribute to Hawaii.

LEARNING EXPERIENCE B: (Art) A

(magazines, scrapbook, paper, crayons, pencils, milk cartons, paint, construction paper, map of neighborhood)

1. Cut out pictures of neighborhood workers and mount them in a scrapbook.

2. Draw a map of the neighborhood. Have learners make models of the places of work in the community they know of.

3. Have learners make buildings and houses out of milk cartons. On the map, show where the learners live to illustrate the economic efficiency of working, living, and shopping in the neighborhood.

Evaluation

Oral quiz. Each learner will tell one example of a worker he/she knows doing work that contributes to the local community.

LEARNING EXPERIENCE D: (Art) A

(mural paper, paint)

1. Make life-size cut outs of each learner dressed or decorated by him/her to represent an occupation or profession he/she thinks he/she may want to follow. Display these cut outs around the room labeled with the learner's name and the occupation represented.
2. Ask learners to tell why they want the jobs they picked.

Evaluation

Oral quiz. Each learner will describe three reasons why people work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to list or describe three personal reasons why people work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Ask learners to find out what their parents, a relative, or a friend does for a living (what kind of work they do). Have learners share this information during "Show and Tell."

2. Have learners tell why they think their relatives, friends, or parents do their particular type of work.

LEARNING EXPERIENCE B: (Language Arts) A

(cookies, M&M candy, bulletin board)

1. For a week, use a variety of rewards for any work the learners perform. For the completion of some tasks, reward with either a cookie or an M&M, or some other concrete reward. For some tasks, reward by displaying the work in some way. For the completion of some tasks, allow learners the privilege of doing something special.

2. After each learner has had the opportunity to experience each of the different types of rewards, lead a discussion of which they preferred. Do they prefer getting paid (with a treat) or do they prefer recognition (through the display of their work) or do they prefer advancement (through being able to do something special as a result of completing a task)?

LEARNING EXPERIENCE C: (Language Arts) A

1. Ask learners to role play or dramatize the work they'd like to do.

2. Discuss why the jobs were picked.

Evaluation

Oral quiz. Each learner will describe three reasons why people work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family's existence.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Art, Science) E

(drawing paper, crayons, bulletin board, shoe boxes, paint, clay, table)

1. Have learners take a walk in the neighborhood and stop to visit local stores and businesses. If actual walk is not feasible, make a map of the neighborhood and take a simulated walk to visit local stores and businesses.
2. Encourage learners to tell to which stores they or their parents go, and why they go there. For example, the grocery store for food, the barber shop for a haircut.
3. Have learners draw pictures of the places they visited or discussed. Display them on a bulletin board.
4. Have learners make stores out of shoe boxes. Help them label the stores: barber shop, drug store, bank....
5. Make people out of clay to use with stores. Display on a table.
6. Have learners role play the parts of the people. Use the shoe box stores and clay people for this.
7. Review discussion of how various jobs discussed are necessary to learner and his/her family.

LEARNING EXPERIENCE B: (Language Arts, Art) E A

(drawing paper, crayons)

1. Invite workers from the fire department or the police department to come into the classroom to speak to the learners.

2. Have the visitors talk to learners about safety rules or fire rules.
3. Discuss with learners the rules and how and how they affect each person.
4. Have learners draw pictures of themselves following rules of safety. Discuss what they mean.
5. Have learners role play using safety rules.
6. Lead discussion of why firemen and policemen are necessary to each learner and his/her family.

Evaluation

Oral quiz. Each learner will describe an occupation that someone other than his/her mother or father has and tell how the occupation is necessary for his/her family's existence.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to give an example to show two factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Lead discussion with learners about the meaning of "job success."
2. Relate the jobs they do in the classroom--what does it take to do a good job? Have learners determine the standards.

LEARNING EXPERIENCE B: (Language Arts) A

1. Discuss need to follow directions in order to suceed in doing worksheets or pages in workbook.
2. Discuss why following directions is necessary for doing a good job.

LEARNING EXPERIENCE C: (Art) A

(juice cans, glue, spray paint, clothes pins, glitter, macaroni, sequins)

1. Have learners make pencil holders out of juice cans and clothes pins. Open can at one end. Separate the clothes pins into halves. Glue the pins onto the can, let dry, and spray paint. Decorate holders with small items such as glitter, sequins, macaroni....
2. Discuss with learners the necessity for doing the project steps in order and how this is a factor for the success of the job.

Evaluation

Oral quiz. Each learner will name one example of job success of someone he/she knows and tell one reason for the success.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(pictures, bulletin board)

1. Cut out pictures of workers known to learners and mount them on the bulletin board categorized by their minimum educational requirements (high school, college, and specialized education).
2. Discuss this with the learners. After a few days, remove the pictures from the board and play a game to see if they can put them back up in the correct categories.

Evaluation

Oral quiz. Each learner will name one occupation which requires high school education, one requiring college, and one requiring specialized education.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to list or describe the subject matter necessary for specific occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

1. Relate the ability to count to some of the work done by the neighborhood people the class visited on a field trip or people they are acquainted with.
2. Discuss how most jobs require reading and writing abilities.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(drawing paper, construction paper, bulletin board)

1. Take learners on a field trip to the zoo, or present pictures or a film of a zoo.
2. Discuss with learners what the zoo keeper has to know--e.g., he has to know all about animals--what they eat, where they like to live....
3. Draw pictures of the animals. Make cages out of construction paper and mount the animals on the bulletin board in these cages.

Evaluation

Oral quiz. Each learner will name one occupation which requires knowledge in a specific subject area, such as mathematics, and tell the specific subject that is required.

CDC

KINDERGARTEN

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.

K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(drawing paper, crayons)

1. Ask each learner to ask his/her mother, father, or a close friend what kind of work they do.
2. Have each learner describe to the rest of the class what kind of work is done by the person they ask. Send a letter home to the parents explaining what the learners need to know.
3. Have learners role play this person at work.
4. Have learners draw a picture of the person at work.

LEARNING EXPERIENCE B: (Art) A

(magazines, scissors, paste, construction paper, bulletin board)

1. Provide each learner with a magazine and a pair of scissors. Instruct learners to find pictures of people at work.
2. Mount these pictures in a "Work Collage" on a bulletin board. Discuss the various jobs shown.
3. Lead a discussion to determine if learners personally know people who work in jobs shown in the pictures.

Evaluation

Oral quiz. Each learner will name three people in his/her family or his/her group of close acquaintances, and will tell the jobs that each has.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to list and describe two characteristics of dignity in relation to self and others.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(bulletin board, "Mop Top" by Don Freeman, The Viking Press, Inc.)

1. Prepare a bulletin board on which to display the work of all learners. Have learners daily pick one piece of work they have done and display this.

2. Discuss with learners the questions"How do you feel when you have done something to make your mother or father or teacher happy?" "How do your parents or teachers feel when you do something good?"

3. Develop a role playing situation where one learner takes the part of the mother, one of the father, another of a child. Ask learners to act out a situation where the learner pleases the parents.

4. Show a picture of an messy person and a well-groomed person. Ask learners "How do you feel about these pictures?" "How do you think these people feel about themselves?" Read story of "Mop Top." Discuss the boy's feelings about himself--what caused his feelings to change?

LEARNING EXPERIENCE B: (Language Arts) A

1. Assign a learner to be the supervisor of the classroom workers. Discuss the feelings of the learners toward being responsible to a classmate.

2. Ask learners to relate how they follow directions for an adult as compared to another learner. Develop the concept of respect.

LEARNING EXPERIENCE C: (Language Arts) A

(puppets)

1. Discuss learning to use good manners.
2. Discuss the use of "Thank you," "Please," and "Excuse me."
3. Have learners role play with puppets the use of good manners and not using good manners. Lead a discussion to compare the two roles.

Evaluation

Oral quiz. Each learner will describe two characteristics of dignity.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to list two feelings that his/her father or mother has about his or her work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art, Mathematics) A

(drawing paper, crayons, pictures, doll house, dolls, blackboard, four faces)

1. Have learners role play their parents in four situations: (a) leaving for work, (b) at work, (c) coming home, (d) at home. Have observers tell what feelings are being shown by the role players. Have role players tell what feelings they were having.
2. Instruct learners to draw a picture of how their mothers and fathers look at work. Have learners tell how they are feeling.
3. Show learners pictures of faces expressing a variety of emotions. Have them pick out the one that shows the way their parents feel about their work. Have learners tell why they think so.
4. Use doll house. Have learners act out, through the dolls, the feelings their parents have about work.
5. On board put faces: a happy one, a mad one, a sad one, and a scared one. Ask learners to come up and put a mark under the face that shows how their parents feel about their work. Have learners count the number of marks under each face.

Evaluation

Oral quiz. Each learner will describe two feelings that his/her mother or father has about his or her work.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to give an example of one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Physical Education) A

1. Have a relay race in the gym.
2. Discuss with the class how each member of the team was significant in the team's effort.
3. Relate group effort to interdependence of various jobs.

LEARNING EXPERIENCE B: (Language Arts, Art, Mathematics, Social Studies) A

(paper, crayons)

1. Discuss with learners the importance of all jobs and the interdependence of all jobs. For example, the secretary in the office is needed by the teachers and the principal; and the secretary in turn needs these same people in order to perform his or her tasks.
2. Have learners draw or orally list pair of people in the school who need each other in order to perform their work.
3. Discuss the interdependence of the workers the learners have become familiar with.
4. Have learners count workers. If one worker needs another in order to perform the task, we now need two workers.

Evaluation

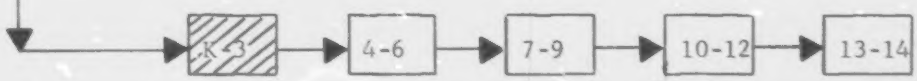
Oral quiz. Each learner will tell one example of someone he/she knows who has a job which is related to another job.

CDC

KINDERGARTEN

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to give an example of one way in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts, Mathematics) A

(attendance chart or card file)

1. Point out that coming to school is one of the learner's most important jobs (work). Point out that responsibility is realizing we have something to do and finding the best way to do it. Prepare an attendance chart or a card file containing each learner's name. Each learner keeps track of his/her daily attendance.
2. Have the learners count the number of checks they have (one for each day of attendance) at the end of the week.
3. Have each learner find his/her own name on the chart or in the card file in order to check off his/her attendance.
4. Lead a discussion with the learners to share how each met his/her responsibility of coming to school.
5. Point out responsibility is having a task to do and finding the best way to do it.

LEARNING EXPERIENCE B: (Language Arts) A

1. Discuss with learners the necessity of cleaning up. Why should it be done? Who should do it? When should it be done?
2. Have class establish guidelines and rules which all are responsible to follow. Have one learner be room monitor--change on a daily basis. His/her responsibility would be to see that others carry out their responsibilities.

Evaluation

Oral quiz. Each learner will tell one example of someone he/she knows who has to be responsible in his/her job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contribute to individual and group goals.

Learner Objective 1: Each learner will be able to participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Discuss what goals, rules, and jobs are. Develop rules for working together. Have learners determine minimum standards. Create jobs within the classroom that would be done in turn by each learner.

2. Have learners demonstrate through role playing, the performance of each job, as well as what each of the rules for working together means. (Rules for working together should include: sharing, taking turns, following directions and working in groups.)

LEARNING EXPERIENCE B: (Physical Education) A

1. Play a game which requires directions and rules. Goal is to play the game.

2. Lead a discussion on how each learner will participate and therefore must follow directions to meet the goal.

LEARNING EXPERIENCE C: (Art, Social Studies) A

(paper, pictures, crayons, staplers, scissors)

1. Have as a class goal making booklets to take home to share work done, or to invite parents to the school for some special event. Have learners work in groups of four. Each learner prepares one page--making four copies of it. Then two learners fold the papers, one learner puts the pages together, and one learner staples the pages. All learners decorate the cover of one booklet.

2. Discuss the task of making booklets and point out the cooperative work involved each worker doing his/her specific task.

Evaluation

Observation. Teacher will observe and record that each learner participates in a task that contributes to group goals.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to list rules for a group of which he/she is a member.

Learning Experiences

LEARNING EXPERIENCE A: (Art, Social Studies) A

(milk cartons, shoe boxes, construction paper, paint, scissors, paste)

1. Have learners make a play village out of boxes. Have some learners make stores and businesses, while others make homes.
2. Have learners make buildings out of shoe boxes and milk cartons. These can be painted and details can be added made out of construction paper.
3. Have learners set up the finished buildings to represent the community.
4. Have the learners set up the village and role play the people living there. Have learners make rules for living in the village.
5. Lead a discussion on the necessity for rules. Have learners play with the village without rules or by having someone break the rules. Discuss what happened.

LEARNING EXPERIENCE B: (Art, Language Arts) A

(1" x 1" pieces of construction paper, spinner with numbers)

1. Give the learners different colored pieces of construction paper and a spinner with numbers on it.
2. Ask learners to make up a game which uses these materials. The game must have rules for playing. Discuss with learners the necessity for the rules.
3. Divide class into several groups and let each group make its own rules. Bring groups together and let them share their particular rules.

LEARNING EXPERIENCE C: (Language Arts) A

1. Discuss with the learners the need for classroom rules. These could include rules for:
    a. the use of toys
    b. the use of the bathroom
    c. lining up
    d. going on a field trip
    e. behavior in the classroom
2. Have learners state what their responsibilities are to carry out or to follow the rules. Also, discuss what should happen if the rules are not followed.

Evaluation

Oral quiz. Each learner will tell one rule of a group to which he/she belongs.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to give an example of the rewards, other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Invite workers from school or community to talk to the learners about the rewards they receive from their jobs, other than money. List these. They should not be too sophisticated and could include such things as personal satisfaction, happiness, getting to meet people....
2. Discuss and list reasons why learners perform tasks and assignments in the classroom.

LEARNING EXPERIENCE B: (Art) A

(paper, pencils, crayons)

1. Have learners draw pictures of jobs or work that is performed for which there is no money: making beds, picking up their room, cooking dinner, cutting grass, watching younger sibling....
2. Have each learner explain his/her picture to the rest of the class.
3. Lead discussion relating how reward of cooking dinner is not money but having something to eat, how reward for making bed can be a clean room....

Evaluation

Oral quiz. The learner will tell of someone he/she knows who derives reward other than money from work.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which participation in a group helped him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have each learner bring something to eat at a picnic. Divide class into groups. Have each group plan one activity to do at the picnic. Include things such as play ball, sing songs, and run a race.
2. Discuss what to eat and what to do, as well as where to have it.
3. After the picnic, discuss with learners what they gained from it--what they liked. Ask learners to tell what they did for the picnic and what they got out of it in return.

LEARNING EXPERIENCE B: (Language Arts) A

1. Divide class into groups of five each. Have each learner in the group tell one thing about each of the other learners in the group.
2. Bring the groups together and have learners share what they were told about themselves by the others in the group. This teaches learners to listen to each other.
3. Discuss how participation in this activity helped learners learn something about themselves.

LEARNING EXPERIENCE C: (Art) A

(paint, mural paper)

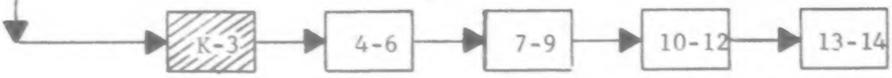
1. Have learners paint a mural showing some experience they had--such as a field trip.
2. Discuss how painting a mural is different from painting individual pictures.

Evaluation

Oral quiz. Each learner will tell one way in which the work he/she did in a group was helpful to him/her.

CDC

GRADE 1


K-3
4-6
7-9
10-12
13-14

GRADE 1

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.

K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to list or describe three personal attributes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(book: Happy, Sad, Silly, Mad by Barbara Shook Hazen, Wonder Books, New York)

1. Read book, Happy, S[illegible] Silly, Mad, or a similar book.
2. Discuss the feelings talked about in the book. Have learners give incidents in their lives that make them feel happy, sad, silly, and mad.

LEARNING EXPERIENCE B: (Art) A

(drawing paper, crayons, construction paper)

1. Discuss feelings learners have experienced.
2. Ask learners to draw pictures showing feelings. Bind the pictures together into a booklet.

LEARNING EXPERIENCE C: (Language Arts, Art) A

(chart paper, bulletin board, drawing paper, crayons)

1. Discuss feelings learners have experienced.
2. Write an experience chart with the learners telling about their feelings. Work on one feeling per chart.
3. Mount the charts on a bulletin board and ask the learners to draw pictures to go along with the charts.

LEARNING EXPERIENCE D: (Language Arts) A

(filmstrip--"Circle of Feelings," SRA, pictures of children)

1. Show filmstrip, "Circle of Feelings."

2. Discuss the feelings shown in the film. Show learners pictures of other children expressing emotions. Ask the following questions to initiate dicusssion:

   a. Tell something about the children in the pictures.
   b. What do you think the children are thinking about? Why?
   c. What do you think the children could be doing? Why?
   d. Did you ever feel that way? Describe when and tell why you felt this way.

3. Ask learners to role play these situations and others as well. Have the learners describe typical problems that they encounter, such as getting lost, losing things, fighting, and loving.

LEARNING EXPERIENCE E: (Art) A

(mirror, foil, cardboard, construction paper, paste)

1. Ask learners to look in a mirror and describe what they see.

2. Have learners make faces in the mirror. Have other learners describe it.

3. Give each learner a piece of foil with which to cover a piece of cardboard. On the foil ask the learner to make a face, representing himself/herself, made out of construction paper which is pasted onto the foil.

4. Lead group discussion dealing with learners' responses.

LEARNING EXPERIENCE F: (Language Arts) A

(cutouts, staples)

1. Using cutouts of a house, telephone, birthday cake....ask each learner to print the following on each:

   a. My name is ______________________.
   b. I live at ______________________.
   c. My telephone number is __________.
   d. I am ________ years old.
   e. My birthday is _________________.

2. Staple the cutouts together to be taken home.

Evaluation

Oral quiz. Each learner will describe three of his/her personal attributes.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to tell the subject matter areas in which his/her performance is above average.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(chart paper)

1. Have each learner keep a daily evaluation of his/her own performance for each subject area. Discuss and list on a chart the criteria of the evaluation. The learners will copy these for their own charts.
2. Have learner add his/her daily totals, and put on a master graph for the class.
3. Discuss with class at end of day, the general performance of the class based on the results of the graph.

Evaluation

Oral quiz. Each learner will tell the subject areas in which he/she thinks his/her performance is above average. Criteria of acceptability determined by teacher.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 3: Each learner will be able to tell two personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Art, Language Arts) A

(drawing paper, crayons, writing paper, pencils)

1. Have learners make booklets showing "What I like to Do." Make illustrations for the booklet.
2. Write captions or stories for the pictures and share booklets with other learners.

LEARNING EXPERIENCE B: (Language Arts, Mathematics) A

(chart paper)

1. For one week, give learners the option of working alone, working in pairs, or working in groups. For each activity, have learners mark on a master chart how they did in the activity: alone, in two's, or in a group.
2. Have learners total their marks daily. At the end of the week, add the totals.
3. Discuss with class what it means to have more checks for working alone than working with others.

LEARNING EXPERIENCE C: (Physical Education) A

(gymnastic mats)

1. Determine what stunts each learner can do with ease. Assign him/her to a group that only does those. Also, assign him/her to a group performing stunts he/she can only do with great difficulty or not at all.

2. Discuss feelings learners had doing the two activities. Did they notice any differences? Did they act differently? Did they feel differently? Which did they prefer?

3. Relate this experience to jobs--not everyone has the skill to do all jobs.

Evaluation

Oral quiz. Each learner will name two personality traits that he/she has.

Grade 1

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 4: Each learner will be able to list or describe one unique personal characteristic.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(drawing paper)

1. Have learners pair off. Have each pair work together, eat together, play together, and, if possible, go home together for two days.
2. Lead discussion on differences pairs were aware of during the two days.
3. Ask each learner to draw a picture of his/her partner.
4. Ask each pair to come in front of class and tell about each other. Ask them to tell how their partner works, plays, eats, lives and generally does things differently from themselves. Have learners show the pictures they made of their partners and tell how the partner looks different from themselves.

LEARNING EXPERIENCE B: (Language Arts) A

(tape recorder)

1. Ask each learner to tell about himself/herself using a tape recorder.
2. Play the tape to the whole class and ask the learners to try to guess who it is.

LEARNING EXPERIENCE C: (Language Arts) A

1. Have learners describe how their interests are different from the interests of other members of their family.
2. Let the learners describe things that make them different from their neighbors--different family size, different automobiles, different houses or apartments, different dogs, different last names.

LEARNING EXPERIENCE D: (Art) A

(drawing paper, crayons, bulletin board)

1. Divide a bulletin board into several sections. Label one section "This is where we live," another "This is my family," a third "This is what I like to do." Ask learners to draw a picture for each one showing about himself/herself.

2. Discuss the differences shown--relate how all these differences make for the uniqueness of the individual.

Evaluation

Oral quiz. Each learner will describe one characteristic which he/she has which is unique.

Grade 1

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 2: Develop awareness and understanding of self.

Learner Objective 1: Each learner will be able to list or describe likes, dislikes, strengths, and weaknesses.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

(play money, items for sale or auction)

1. Give each learner $.25 to spend on specific items in a simulated sale. They cannot buy all and therefore must choose those they value the most.
2. Have an auction where the learners can bid for the items using the money they were given.
3. Discuss reasons for choosing items.

LEARNING EXPERIENCE B: (Mathematics) A

(prepared list of comparison questions, blackboard)

1. Ask questions such as: "How many children would rather have ice cream than cake for dessert?" or "How many children would prefer going to the zoo rather than to a movie on Sunday afternoon?"
2. Have learners count the responses. Make a comparison of larger and smaller numbers.
3. Discuss how one can't always do what one wants, how one must consider others' likes, dislikes...how many different likes and dislikes are present in the group.

LEARNING EXPERIENCE C: (Language Arts) A

(chart paper)

1. List various community helpers. Arrange for classroom visitation from as many possible. Have the learners ask them about their jobs, especially what they like and dislike about their jobs.

2. Have the learners decide what they need to do to perform each job and discuss if they would like the job telling why and why not.

LEARNING EXPERIENCE D: (Language Arts) A

1. Direct the learners to tell about things they like and dislike.
2. Have learners bring in newspaper pictures showing people doing tasks. Discuss the skills or strengths needed.

LEARNING EXPERIENCE E: (Language Arts) A

(paper bag for each learner, magazines, scissors, paste, crayons)

1. Give each learner a plain paper bag, a magazine appropriate to age group, a pair of scissors, crayons, and paste. Direct the learners to cut from the magazine pictures of things they like or dislike and put them in the bag. The bag may be decorated in any way the learner chooses.
2. Have the learners share their "bag" with other class members, thus sharing their likes and dislikes.

LEARNING EXPERIENCE F: (Art) A

(magazine pictures, construction paper, paste)

1. Have learners make collages of likes and dislikes. Direct this activity as a group or class project in the form of a mural.
2. Assign the collage as an individual project, each learner making his/her own collage.

LEARNING EXPERIENCE G: (Art) A

(drawing paper, crayons, mirror)

1. Have learners make a scrapbook of likes and dislikes. Direct learners to draw pictures of themselves as they think they look. This could be done with the use of a mirror.
2. Pair learners and have them share booklets comparing likes and dislikes.

LEARNING EXPERIENCE H: (Music) A

(records from Sesame Street and Mr. Rogers)

1. Use songs from Sesame Street and Mr. Rogers that deal with self-acceptance.
2. Discuss the fact that everyone has likes, dislikes, strengths, and weaknesses.

LEARNING EXPERIENCE I: (Science) A

(items brought in by teacher and learner to emphasize different senses)

1. Show pictures of objects. Have learners discuss their likes or dislikes of the items.
2. Have learners touch objects they cannot see. Provide a variety of items, both pleasant and unpleasant. Have learners identify objects and discuss their likes and dislikes of items.
3. Play recording of different sounds. Have learners identify sounds and discuss likes and dislikes of items.
4. Provide learners with a variety of tastes. Have learners discuss likes or dislikes of the tastes.

Evaluation

Oral quiz. Each learner will name two likes, two dislikes, two strengths, or two weaknesses in relation to himself/herself.

GOAL: Developing capabilities for achieving self-realiztion through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to give an example of making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have learners vote on where they would like to go on a field trip. Discuss where it is possible to go and where it is not possible to go.

2. Discuss what thoughts learners had in making decisions about participation in a group activity. Discuss how making a decision involves other people.

LEARNING EXPERIENCE B: (Science, Art, Social Studies) A

(paper, crayons, scissors, map or globe, world map)

1. Lead a discussion relating different kinds of weather to the types of clothing worn. Relate this to the decisions learners must make when getting dressed (need for umbrella or jacket if it is going to rain).

2. Point out people dress differently in different parts of the world because of the climate. Use a world map or globe to show different climate areas. Have learners decide what the people should wear and why.

3. Have learners make paper dolls and a variety of outfits designed for different types of weather.

4. Have learners draw people dressed appropriately for the climate in which they live. Put large world map on a bulletin board and put these people where they would live.

LEARNING EXPERIENCE C: (Language Arts, Art) A

(drawing paper, crayons)

1. Have learners tell how they would decide to spend $100.

2. Discuss the factors upon which the decisions were made concerning the spending of $100.

3. Have learners draw pictures of what they would buy. Share these with other learners and bind them into a class "$100 Wish Book."

Evaluation

Oral quiz. Each learner will tell one example of one decision he/she has made.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to give an example of the way work relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics, Language Art[illegible] A

(toy money, toy store with goods--real or pictures)

1. Give each learner money for the completion of specific tasks or assignments or for good behavior. Set up a toy store. Have the learners "buy" items dependent upon the money they have earned during the day or be saved from day to day if a more "expensive" item is desired.
2. Have learners tell the sequence of what they did to earn the money and how they spent them.
3. Relate this to learner's family's way of living.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners tell about their life at home and relate this to the work they do and their parents do to achieve this. For example, mother cooks--we eat; father works--we have money to buy the food and a place to live; learner helps to dishes--we have clean plates.
2. Discuss how different jobs affect life style; e.g., amount of money earned, working hours

LEARNING EXPERIENCE C: (Social Studies, Art) A

(field trips or pictures, drawing paper, paint or crayons)

1. Compare and contrast how the work of a city dweller and a country dweller differs and influences the way they live. If possible, take a field trip to a pineapple farm--watch a farmer at work, visit his home. Take a field trip to the city--visit a cannery and visit a cannery worker's home. If field trips are not possible, use pictures to illustrate differences in work and life style.

2. Discuss and chart how their lives are different because of their work.

3. Discuss how man is interdependent. Have learners list what the farmer does to help the city worker and what the city worker does for the farmer.

4. Divide the class in half. Have half paint a picture showing the farmer at work and at home, have the other half paint the city worker at work and at home.

Evaluation

Oral quiz. Each learner will give an example of the way a person's work influences the way he/she lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to give an example of the way in which his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(drawing paper, crayons)

1. Have several learners role play feelings and rest of class guess what they are.
2. Have learners draw pictures of children feeling happy, sad, silly, and mad. Write on picture what the learner dictates in regard to why the child is feeling a particular way. Make the pictures into a booklet or display them on bulletin board.
3. Discuss relationship of feelings learners have at specific time to the way they perform in school at that time.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners perform a task they like and one they dislike.
2. Discuss and evaluate their performance of these tasks.

Evaluation

Oral quiz. Each learner will tell one example of the way he/she feels about a subject and how it influences what he/she does.

Grade 1

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to tell how his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) P

(chart paper, puppets)

1. Have a successful older student come and talk to the class about how he/she studies.
2. Write the older student's study habits on an experience chart and discuss with the learners how they may use them.
3. Have several learners prepare a puppet play illustration good study habits in a variety of situations.

Evaluation

Oral quiz. Each learner will tell one way in which the way he/she studies relates to his/her school success.

Grade 1

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will be able to describe or define ways in which he/she is different from other people.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(camera, pictures, construction paper, yarn, bulletin board)

1. Take each learner's picture.

2. Have learners pick their own picture out of the pile and tell class how he or she knew it was his/hers.

3. Mount each learner's picture on paper (double folded) shaped like a present tied with a bow of yarn. When learners can write their own names, they can open their presents and see their pictures.

4. On a bulletin board make a large house with as many windows as there are learners in the room. Behind each window, mount a learner's picture. When a learner enters the room in the morning he/she opens his/her window to show he/she is present.

5. Have learners list feeling words such as sad, happy, mad, silly, jealous...on a chart. After the learner has opened his/her window, he/she writes on a small piece of paper the way he/she feels and mounts this under his/her picture. Discuss differences in feelings.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper)

1. Help learners to list on a chart the names of all class members. Write them randomly in two columns. Number one column and letter the other.

2. Have each learner pick a number and a letter (representing two learners in the room) and talk about how these two learners are different.

LEARNING EXPERIENCE C: (Language Arts) A

1. Present learners with statements that begin with "How many have...?" or "Who has ever...?" Those who answer affirmatively may show their vote by moving to a particular spot.

2. Discuss differences in experiences and likes.

LEARNING EXPERIENCE D: (Art) A

(drawing paper, crayons)

1. Ask learners to draw a picture of the parent they think they look the most like. Have them draw a picture of themselves.

2. Compare the pictures and tell how they are different, tell how they are alike.

Evaluation

Oral quiz. Each learner will tell one way in which he/she is different from one other person in the room.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to list one difference between himself/herself and another person in each of the following areas: (1) interests, (2) abilities, (3) aptitudes, (4) values, and (5) attitudes.

Learning Experiences

LEARNING EXPERIENCE A: (Art, Language Arts) A

(box, buttons, construction paper, dowel, drawing paper, tape)

1. Make a television out of a box. Cut out a hole 9" x 12". Attach buttons and scraps of construction paper for knobs and other features on the television. Cut two small holes (top and bottom) in each side and insert dowels.

2. Ask learners to make several pictures of what they like to do. Connect these pictures with tape and make one long roll of pictures. Attach the pictures to the dowels of the television.

3. As each learner shows his/her pictures on the television, have him/her narrate what the pictures show. Discuss how their interests are different.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper)

1. Divide a piece of chart paper into two columns. Head one column "Things I can do" and the other "Things I cannot do." Ask learners to each state one thing they can do and one thing they cannot do.

2. Read the lists with the learners. Note how some learners can do some things others cannot do. Discuss this difference in abilities.

LEARNING EXPERIENCE C: (Physical Education) A

(jumping rope, walking beam, ball, stopwatch, tumbling mat)

1. Ask learners to perform various tasks that require different skills or abilities--such as jumping rope, walking a beam, lifting a heavy object, throwing a ball at a target, running a timed race.
2. Discuss how some learners were able to do some things but not others. Relate discussion to differences in ability.

LEARNING EXPERIENCE D: (Language Arts, Art) A

(drawing paper, crayons)

1. Provide learners with several activities. Let them choose which they want to do. Discuss why they chose the activities they performed. Relate choice to interest, ability, and skill needed to do it.
2. Ask learners to tell about the things they can do well, things they have a talent for, such as singing, dancing, painting, and running. Discuss how they gained this skill.
3. Ask learners to illustrate what they do well.

LEARNING EXPERIENCE E: (Language Arts) A

(list of incomplete questions)

1. Read a question beginning with "How many of you value...?" Have learners who wish to answer in the affirmative raise their hands or stand up. Have those who answer negatively point their thumbs down, and those who are undecided fold their arms.
2. Have discussion after each question.

LEARNING EXPERIENCE F: (Art) A

(drawing paper, crayons)

1. Ask learners to draw pictures of five things that are important to them. Discuss beforehand some examples of what important things are so as to avoid having them list only material things. Ask for separate lists or pictures of people, places, things, activities which are important to the learners.

2. Have group discussion on variety of responses given by students to illustrate differences.

LEARNING EXPERIENCE G: (Language Arts) A

(suitcase)

1. Play a game where learners are told that they must move to another room or house and they can only take one item with them. Provide a suitcase into which to pack the items. Have each learner place into the suitcase what he/she would take.
2. Dicuss why choices were made.

LEARNING EXPERIENCE H: (Language Arts) A

(pictures of children, basal reader)

1. Show learners pictures of other children and ask them to react to the pictures. What would you do? What has happened? How would you feel?
2. Have learner read part of a story and tell what they think the ending should be. Then read actual ending and react to it.

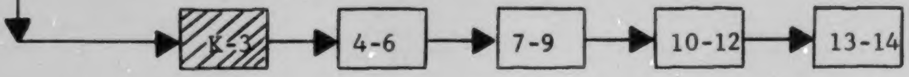
Evaluation

Oral quiz. Each learner will tell one example of the way he/she is different from someone else in terms of his/her (1) interests, (2) abilities, (3) aptitudes, (4) values, and (5) attitudes.

GRADE 1

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.

Learner Objective 1: Each learner will be able to describe or list types of workers in the community.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art, Mathematics, Science, Social Studies) E

(writing paper, potatoes, spoons, poster paint, chalkboard, different types of vegetables, bulletin board, crayons, magazines)

1. Have learners invite members of their family to come to school to talk about their jobs.
2. Compose a sample letter, then have learners write their own or copy sample.
3. Make potato stamp designs. Cut a potato in half, with a spoon dig out a design on the cut half. Dip this design in poster paint and stamp on paper. This stamp design can be used to decorate the letters or to decorate a folder or card to put the letter in.
4. Have the learners count by two's until the number of class members is reached. Figure out how many potatoes will be needed by the class with two learners using one potato. Have a learner record these numbers on the board and then count how many there are.
5. Have learners use carrots, beets, and turnips for stamping. Discuss with learners what vegetables are, what a potato is, where it grows.
6. Point out the importance of learning to listen to information and to ask questions. Have guests talk about their work. Have learners be prepared to listen and question in order to gain information. Following visits, summarize information gained on an experience chart.
7. Have learners draw pictures of the visitors and place them in a booklet.
8. After all the visitors have been in, have learners role play their work while others try to guess who it is.

9. Point out the diversity of people and jobs within the local area. Have learners list the various types of jobs or work represented by the visitors. Prepare a bulletin board display of pictures cut out of magazines or made by the learners to show the great variety of jobs in the local community.

Evaluation

Oral quiz. Each learner will give two examples of people he/she knows who have different work.

GOAL: Developing capabilities for being economically efficient as proder and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(chart paper)

1. Take learners on a trip to a bakery in the neighborhood, or show pictures or a film of a bakery, its workers and products.

2. After the visit, have learners make a chart story. Stress the purpose of the baker's job--to make bread. Discuss how workers make a product vs. providing a service. Discuss with learners workers who do provide a service.

LEARNING EXPERIENCE B: (Language Arts, Mathematics, Art) A

(chart paper, drawing paper, crayons)

1. Take learners for a trip to a local bank or show a film on a bank or have a series of pictures showing bank activities.

2. Make a chart story with the learners showing and telling what they saw at the bank. Discuss with learners how the jobs at the bank are different from those at a bakery. Stress the service being given, that no product is made.

3. Have learners role play working at a bank.

4. Have learners count the number of people who bank. Subtract this figure from the total class members.

5. Have learners draw pictures of what they saw at the bank.

LEARNING EXPERIENCE C: (Language Arts) A

(drawing paper)

1. Ask the school doctor or school nurse to visit the classroom to talk about their work.
2. Discuss with learners how the work of the doctor and nurse relates to other jobs. Stress that no product is made, but that a service is done.
3. Have learners role play the jobs of the doctor or nurse.
4. Have learners draw four pictures of different things the doctor does or the nurse does. Have learners do this on paper they have folded into four boxes.

LEARNING EXPERIENCE D: (Language Arts) A

(rectangular and square pieces of wood, nails, hammer, straws or pipe cleaners, paper, paint)

1. Ask a carpenter to visit the classroom. Ask him to bring some wood and tools and demonstrate to the class the work he does.
2. Discuss with learners the job of a carpenter. Relate his job to that of a baker by stressing the fact that he produces a product.
3. Provide each learner with a rectangular piece of wood, a square piece of wood, and some nails. Let learners nail the pieces of wood together to make into boats. Paint the boats and sails, made out of straws or pipe cleaners and paper.

Evaluation

Oral quiz. Each learner will name two jobs that are production-oriented and two that are service-oriented.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(photograph of each learner, bulletin board)

1. Give each learner the opportunity to be "child of the day" or "child of the week." Mount a picture of the learner on a special bulletin board with a story about him/her. Have learner sit in a special place, and act as the teacher's assistant. Have learner wear a special hat or badge during this period of recognition. Have learners decide the privileges or duties of the child of the day or the week.

2. Discuss how learners feel as "child of the day." Discuss the meaning of dignity.

LEARNING EXPERIENCE B: (Language Arts) A

(bulletin board)

1. Provide a permanent spot in the room for the display of work. Let the learners decide what makes good work. Have each learner daily pick his/her best piece of work for display.

2. Have learners discuss how it feels to have their best work displayed. Discuss meaning of dignity.

Evaluation

Oral quiz. Each learner will describe one way in which work makes it possible for a person to have dignity.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to tell how one worker in the school contributes to the good of society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Social Studies, Art) E

(camera and film, chart paper, drawing paper, crayons, bulletin board, map of school, paper bags, construction paper, paste, scissors)

1. Have class go to visit each of the school personnel where they work. Visit a different worker each week. Observe who it is, what they do, where they do it, the tools of the job. If possible, take a picture of the person.
2. Have learners share experiences and observations. Prepare with learners a chart story about each worker. Have learners draw pictures of these workers performing their jobs--showing their tools if possible. Have a different worker's story and picture displayed each week, until all have been visited.
3. Discuss contributions of school workers.
4. Have learners learn to use maps. Prepare a bulletin board after all workers have been visited, with a map of the school's layout. Have learners place the photos of the workers or their names where they usually work or where their offices are located.
5. Draw the pictures of the people they visited.
6. Have learners put on a puppet play about the school workers. Make puppets out of paper bags. Use square bottom bags and leave bottom folded over--this is the face. Have learners draw features or cut them out of construction paper and paste them on. Paste on hair and color main part of bag as clothing.

Evaluation

Oral quiz. Each learner will tell an example of one worker in the school and tell how the work contributes to the good of society.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to describe one way in which a worker he/she knows contributes to the economic good of the local area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art, Social Studies) A

(drawing paper, crayons, bulletin board, map of local area)

1. Have each learner interview a worker in his/her family. Information to be obtained is what the worker does, where he/she does it, and how it benefits the local area. Discuss information to be obtained. Give each learner a copy of prepared questions to ask the worker.

2. Have learners tell about the person they interviewed.

3. Have learners draw pictures of the workers they interviewed. Make a bulletin board display of these pictures.

4. Draw a map of the local area and show where the workers interviewed work. Discuss how they might get to work--mode of transportation as well as route.

5. Discuss what it means to work--what are the rewards to the community?

LEARNING EXPERIENCE B: (Language Arts) E

(pictures)

1. Take a field trip to a perfume factory or resort hotel if possible--if not, use pictures to take a simulated trip.

2. Discuss what was seen at the factory or resort hotel:

   a. Who works there?
   b. What benefit is it to the local area?
   c. What jobs are created by the factory or resort hotel (for example: construction, laundry service, and food service).

Evaluation

Oral quiz. Each learner will tell one example of a worker he/she knows doing work that contributes to the local community.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to list or describe three personal reasons why people work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(blackboard)

1. On the blackboard, list the reasons people work. Ask learners to list why they do work at home and in school.
2. Discuss the rewards of workers. Why do people work? Some people do not get paid money for their work. Why do they work? Some people change their jobs. Why do they do this?

LEARNING EXPERIENCE B: (Language Arts) A

(play money, bulletin board)

1. For one week, provide learners with a variety of rewards for the work that they perform. On the first day, reward them with "money" they can use to buy something in the room. On the second day, reward them and the work performed by displaying their work (recognition) and on the third day, reward their work by special privileges (advancement or promotion).
2. At the end of the week, discuss with learners their feelings about different types of rewards. Let learners decide how they want to be rewarded during the following week. If learners want to be paid, do not recognize their work in any other way. If they choose recognition, do not pay them or let them have advancement privileges. At end of week, evaluate their feelings. Discuss differences in rewards and the feelings created by not being rewarded in the same way. Relate this experience to why other people work.

LEARNING EXPERIENCE C: (Language Arts, Art) A

(drawing paper, crayons)

1. Ask learners to find out what types of jobs their parents or relatives have and why they work.

2. Have learners draw pictures of their parents or relatives at work.

3. Ask each learner to show the picture and to tell why the person works.

LEARNING EXPERIENCE D: (Language Arts) A

1. Ask learners to role play the types of jobs they would like to have when they grow up.

2. After the classmates have had a chance to guess, ask learner to tell what the job is and why he/she would like to do it and what he/she expects the rewards to be.

Evaluation

Oral quiz. Each learner will describe three reasons why people work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Learners will be able to list or describe how an occupation other than their father's or mother's is necessary to their family's existence.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(drawing paper, crayons, construction paper)

1. Take learners on a field trip to a plantation, show a film, or display pictures of activities involved on a plantation.

2. Have learners tell what they saw happening at the plantation. Relate discussion to how the work of the plantation helps them.

3. Have learners fold a sheet of drawing paper in half. On one side ask them to draw what the plantation worker does, on the other side draw what we get from the plantation. Mount these pictures in a booklet for display.

4. Review how occupations seen are necessary to learner's family.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(dittoed sheet of questions for each learner)

1. Assign each learner to visit or talk with a worker in the neighborhood.

2. As a group decide what kinds of questions should be asked. Prepare dittoed sheets of questions for each learner.

3. Have learners report to class who they visited and how this person helps their family.

4. Have learners role play workers that help their families.

Evaluation

Oral quiz. Each learner will describe an occupation that someone other than his/her mother or father has and tell how the occupation is necessary for his/her family's existence.

Grade 1

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to give an example of factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Assign classroom jobs. Have learners determine minimum standards. Have each learner rate the success of job performance. Determine factors for success through class discussion.

2. Have each learner list or tell the group the classroom jobs that he/she likes to do and why.

3. Relate how liking to do something aids in job success.

LEARNING EXPERIENCE B: (Language Arts) A

1. Discuss importance of directions, both written and verbal for any task's success.

2. Choose two activities for class to perform. Give explicit directions for one but not the other. Discuss results.

LEARNING EXPERIENCE C: (Language Arts) A

1. Have someone who is considered successful at his/her job come and talk to the learners about the factors leading to his/her success.

2. Relate these factors to learner's performance in school.

Evaluation

Oral quiz. Each learner will name one example of job success of someone he/she knows and tell one reason for the success.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list or describe one occupation which requires high school education, one which requires college, and one which requires specialized education.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(drawing paper, crayons, bulletin board)

1. Have learners ask their parents or a friend what kind of education they had in order to be able to perform their jobs.

2. Have learners report to the class on their friends' or parents'jobs and the specific schooling.

3. Have learners draw pictures of their parents at work. Mount these pictures on the bulletin board in categories; high school education, college, and vocational training.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(drawing paper, crayons)

1. Have learners orally list the various workers they are familiar with. Discuss with learners what kind of education they might have had.

2. Ask learners what kind of jobs they might like to have. List these. Ask each learner to tell what kind of education or training is needed for one of the jobs and also tell reasons why.

3. Ask learners to draw a picture of themselves doing the job they'd like to have. Categorize these pictures and bind them together for a display booklet.

Evaluation

Oral quiz. Each learner will name one occupation which requires high school education, one requiring college, and one requiring specialized education.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to list or describe the subject matter necessary for specific occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

1. Relate with learners the knowledge of science (how the body works) to the knowledge of a doctor or nurse. Have learners list what the doctor needs to know in order to do his/her job.
2. Relate this to the subjects they learn such as needing to be able to read, write, and work with numbers.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper)

1. Have learners ask their parents what they need to know to do their jobs.
2. On chart paper, list the occupations that the parents have and list after them the specific knowledge needed.

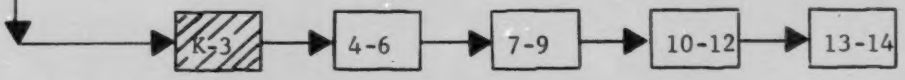
Evaluation

Oral quiz. Each learner will name one occupation which requires knowledge in a specific subject area, such as mathematics, and tell the specific subject that is required.

GRADE 1

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(chart paper, drawing paper, bulletin board, lunch bags, crayons)

1. Have each learner list three adults known. Ask each learner to find out what kind of work these three people do.
2. Have learners report to class what they find out. List the various jobs on a chart.
3. Have learners draw pictures of the three people doing their work. Mount these pictures in a collage on the bulletin board.
4. Have learners make puppets out of paper bags and use them to role play the jobs of the three people. Use lunch bags. Cut holes at sides for fingers. Decorate and add features with crayons.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(bulletin board, drawing paper, chart paper, crayons)

1. Invite parents to come to school to tell the class about their occupation.
2. After the visit, discuss with learners what the visitor told them about the job. Have a special bulletin board for "Visitor of the Week." If possible, display some of the tools and/or products the visitor uses for his/her job.
3. Have learners draw pictures of the visitor and write a chart story.

Evaluation

Oral quiz. Each learner will name three people in the family or a group of close acquaintances, and tell the jobs that each one has.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to list and describe two characteristics of dignity in relation to self and others.

Learning Experiences

LEARNING EXPERIENCE A: (Health, Art) A

(bulletin board, pictures, toothbrush, comb and brush, soap, check sheets, drawing paper, crayons)

1. Prepare a bulletin board to show "We Take Care of Ourselves." Display items and pictures of tools needed for good health and good grooming, such as toothbrush, comb and brush, soap, and pictures of food.

2. Discuss the need for good grooming. Have a daily check sheet for the learners to complete. Have nurse and dental hygenist come in and talk to learners. Discuss meaning of dignity and relate to good health and good grooming.

3. Ask learners to draw a sequence story to show a day in their lives and how they take care of themselves during the day. Start with getting up, washing, eating breakfast, brushing teeth.

4. Ask learners to share their stories and discuss differences.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper, pictures of children, prepared lists of incomplete sentences)

1. Discuss with learners the concept of respect. List their responses on a chart. Ask how they show respect for:

   a. their parents
   b. each other and themselves
   c. their teacher and other people
   d. their country
   e. property and their environment

2. Discuss good manners and how they relate to respect. Ask learners to role play the use of good manners. Give learners unfinished sentences to complete using good manners and showing respect. For example:

   Mary gave you a pencil. You said ______________.
   You stepped on John's foot. You said ___________.
   David bumped into Mark and he said ______________.
   Tommy made Sue cry. He said ____________________.

3. Show pictures of various children engaged in activities together. Ask learners to role play what is happening in the picture.

4. Lead a discussion relating the work people do and the respect they must be shown in order to do their work. For example: the policeman, the grocer, and the garbage man.

Evaluation

Oral quiz. Each learner will describe two characteristics of dignity.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Learners will be able to list two feelings that their fathers or mothers have about their work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

("I Have Feelings", Behavioral Publications, newsprint, bulletin board)

1. Discuss and list the feelings the learners know about. Read "I Have Feelings" to the class. Add to the list the feelings talked about in the story. Ask learners to tell when they felt as the boy did.
2. Give learner several sheets of paper. Head each sheet with a different feeling. Ask learners to draw a child doing something to make him/her feel that way. After the drawings are completed, ask the learners to share their pictures and tell why the child is experiencing the particular feeling. Mount these pictures on the bulletin board under the heading "We Have Feelings."
3. Have learner role play their parents in four situations: (a) leaving for work, (b) at work, (c) coming home, (d) at home.
4. Have observers tell what feelings are being shown by the role players.
5. Have role players then tell what feelings they were showing and why.

LEARNING EXPERIENCE B: (Art) A

(drawing paper, crayons, puppets, magazines)

1. Ask learners to draw two pictures of their parents showing two different feelings that they have about their work.
2. Have learners role play with puppets their parents going to work, at work, and coming home. Have classmates guess what feelings are being shown.

3. Ask learners to cut out of magazines pictures of people showing feelings. Mount these pictures and display them on a table. Ask each learner in turn to pick two pictures showing the same feelings as his/her parents have about their work.

Evaluation

Oral quiz. Each learner will describe two feelings that their mother or father has about their work.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to give an example of one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(ditto sheets, chart paper)

1. Lead a discussion regarding the interrelationships of school workers, community workers, family members. List the various members of each category (school, community, family) and have learners determine who is helped by each one.
2. After learners have done their own, do one with the whole group and have the learners tell what they have on their papers and why.

LEARNING EXPERIENCE B: (Physical Education, Mathematics) A

(stopwatch, chart paper)

1. Have a relay race. Discuss with class the importance of each team member's participation.
2. Divide class into several teams. Have each person race the length of the gym. Time each one by a stopwatch. Record time for each. Add total time to determine the winner.

LEARNING EXPERIENCE C: (Art) A

(drawing paper, crayons, masking tape)

1. Have learners draw pictures of school workers. Attach pictures to learners with masking tape and role play the worker.

2. With pictures still attached, have learners form a circle with hands outstretched. Remove one or two people from the circle. Discuss with learners what this means, what has happened, and what will happen without these people. (This can also be done with community people, various people in a factory....)

LEARNING EXPERIENCE D: (Language Arts) A

1. Assign one learner to empty waste baskets and several learners to pick up papers.
2. Discuss why they need each other.
3. Relate discussion to interrelatedness of occupations.

Evaluation

Oral quiz. Each learner will tell one example of someone he/she knows who has a job which is related to another job.

GRADE 1

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.

K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to give an example of one way in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(helpers chart)

1. Discuss meaning of responsibility.

2. Create jobs within the cisssroom that each learner would be responsible for.

3. Have learners develop rules for working together. Set minimum standards for each task. Appoint room monitor, change daily, to evaluate performance of tasks and to be responsible for completion of each.

LEARNING EXPERIENCE B: (Mathematics) A

(chart paper, clock)

1. Discuss meaning of responsibility.

2. Have learners keep track of their own attendance on a chart. They note days present and whether they were on time. At end of week, these numbers are added together by the class. For example: John--on time 4 days, late 1 day=5 days present, 0 days absent; Mary--on time 2 days, late 2 days=4 days present, 1 day absent.

3. Discuss how learners have responsibility to be on time in coming to school each day.

LEARNING EXPERIENCE C: (Science) A

(classroom animals: mice or rabbits, fishes, birds, turtles, snakes)

1. Have learners take care of classroom pets. Have various learners, on a rotating basis, be responsible for the care of the animals. Make a check sheet to record what was done.
2. Discuss with learners the importance of doing these jobs and their responsibility in carrying them out.

Evaluation

Oral quiz. Each learner will tell one example of someone he/she knows who has to be responsible on the job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contributes to individual and group goals.

Learner Objective 1: Each learner will be able to participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(basal reader, chart paper, grocery bags, mural paper, paint, writing paper)

1. Have each reading group present an original play based on one of the stories in their basal reader to the rest of the class.
2. Find a story the learners like. Learn to read it to become familiar with the plot.
3. Write the play on chart paper as the learners dictate it. Give each learner a part--if the original story did not have enough characters, add more.
4. Have learners take part in the play.
5. Make costumes from grocery bags with holes cut for head and arms. The bags can be crayoned and decorated with cut-out construction paper to give the necessary details.
6. Have several group members work on a mural to use for scenery.
7. Have each group member write an invitation to his/her parents for the play.

Evaluation

Observation. Teacher will observe and record that each learner participates in a task that contributes to group goals.

Grade 1

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to list rules for a group of which he/she is a member.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(chart paper, drawing paper, crayons)

1. At the beginning of the school year, lead a discussion about the necessity of rules for the classroom. Based on what they learned in Kindergarten, have learners state the rules. Write them on chart paper.
2. Ask learners to copy the rules--one each on a sheet of drawing paper.
3. Have learners draw pictures to illustrate the rules. Make the various drawings into a booklet that each learner keeps in the desk.
4. Have some learners role play using the rules, while others do not use them. Compare the difference, relate the comparison to the need for rules.
5. When a new learner enters the room, ask the learners to orient him or her to the classroom rules.
6. Ask several learners to tell their parents one of the rules of the classroom. Have them tell why the rule is necessary.

LEARNING EXPERIENCE B: (Language Arts) A

(games, items that are used in games: markers, dice, boards)

1. Divide the class into four groups. Give each group different items or different games. Let the group make up the rules for playing the game.
2. Have each group demonstrate and describe the rules they made up for their particular game. Leave games available for use during free time.

LEARNING EXPERIENCE C: (Language Arts, Art) A

(12" x 18" drawing paper, crayons)

1. Discuss the general rules of the school and playground area.
2. Relate the discussion to the necessity for these rules and their personal responsibility in carrying them out.
3. Have learners draw one playground safety rule and one school building safety rule.
4. Ask learners to fold a piece of 12" x 18" paper into halves. On one side, have them draw a child following the rules, on the other side showing what happens if rules are not followed. For example: a child walking down the hall, a child who has fallen because he/she ran.

Evaluation

Oral quiz. Each learner will tell one rule for a group to which he/she belongs.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to give an example of the rewards, other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(two guests--one paid worker and one volunteer worker, chart paper)

1. Discuss with class why people work. Have two speakers visit--one worker who gets paid, the other, someone who does volunteer work. Have them tell why they work, what their rewards are.

2. Have learners discuss the rewards they get. List and discuss these.

LEARNING EXPERIENCE B: (Science, Art, Mathematics) A

(milk cartons, wheels, thread spools, nails)

1. Point out that wheels reduce friction and make things easier to move. Build a milk carton freight car to illustrate the concept, or attach wheels to a block. Show how similar items without the wheels are more difficult to move than with wheels.

2. Discuss how the wheels help make work easier, the reward of having the wheel being easier work. Relate this to work they might do to make things easier in the future.

3. Build a milk carton freight train: cut two rectangles about 3 inches apart (big enough for spools to fit in). Insert nails through the spools, and out the other side of the carton. Turn the carton so that the spools are on the bottom. Have learners decorate their "car."

4. Have class figure out how many spools will be needed if 2 learners, 4 learners, or 5 learners will make a milk carton freight car.

Evaluation

Oral quiz. The learner will tell of someone he/she knows who derives reward other than money from work.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which participation in a group helped him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(paper cups or milk cartons, dirt, seeds, writing paper)

1. Divide class into groups of four. One member of each group will gather paper cups or milk cartons for all the members of the group. One member will dig up enough dirt for all the group's members. One will gather seeds, and one will water the plants. They all will put the dirt into the cups or cartons and plant the seeds.

2. Have each group write an experience story, with each learner telling his/her particular participation. Have the groups select leaders to share their stories with the rest of the class.

3. Discuss how each one's participation was important for the group's success.

4. Have learners count plants by ones, twos, threes. Add total from each group.

LEARNING EXPERIENCE B: (Language Arts) A

1. Discuss why people play games. Ask a learner to play a game by himself/herself. Have class observe. Then ask a group to play the same game.

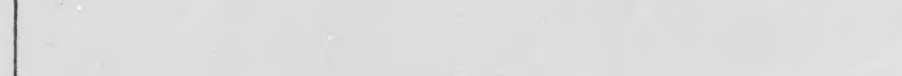
2. Discuss difference. Which example met the goal of the player or players better?

Evaluation

Oral quiz. Each learner will tell one way in which he/she was helped by being in a group.

CDC

GRADE 2

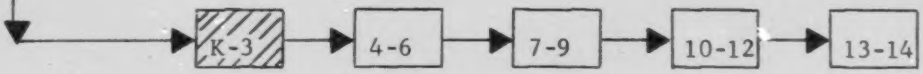

K-3
4-6
7-9
10-12
13-14

CDC

GRADE 2

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to list or describe three personal attributes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

("I Have Feelings," Berger, Behavioral Publications, New York, writing paper, strips of paper, masking tape)

1. Read the story "I Have Feelings," or a similar story which discusses personal feelings.
2. Discuss and list the feelings described in the story. Have learners tell of incidents when they felt happy, sad, disappointed, jealous, angry, proud.... Ask learners to role play these situations.
3. Ask each learner to list three adjectives which describe him/her. Have each tell why they picked the adjectives.
4. Divide the class into four groups. Ask each member of the group to write an adjective describing each of the other members. With masking tape, have learners put their adjectives on the other learners and tell why they picked that adjective for each group member.

LEARNING EXPERIENCE B: (Art) A

(drawing paper, crayons)

1. Discuss feelings of happiness, sadness, anger, jealousy, surprise....
2. Have learners draw a picture of any three feelings showing an incident which made him/her feel that way.

LEARNING EXPERIENCE C: (Language Arts) A

(list of incomplete sentences)

1. Read learners a list of unfinished sentences and ask them to orally complete them using words that tell how they feel. For example: When I see someone hurt, I __________. When my family goes away I ____________. I cry when I ______.

2. Discuss the different responses learners give to the same sentences.

LEARNING EXPERIENCE D: (Language Arts) A

(story from basal reader)

1. Read learners a story part way, then have them finish the ending as they think it should be.

2. Finish reading the story and compare endings. How are they different and how are they alike? Ask learners to tell why they ended their stories the way they did.

Evaluation

Oral quiz. Each learner will describe three personal attributes.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to tell the subject matter areas in which his/her performance is above average.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper)

1. Have each learner keep a daily evaluation of his/her own performance in each subject area.
2. Discuss and list on a chart the criteria of the evaluation for each subject. Have learners copy these for their own charts. At end of day, have learners transfer their checks to a master chart for the class. Discuss class performance for each activity and relate to individual performance.

Evaluation

Oral quiz. Each learner will tell the subject areas in which he/she thinks his/her performance is above average. Criteria of acceptability determined by teacher.

Grade 2

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 3: Each learner will be able to describe two personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(check sheets for each learner)

1. Have learners choose for a week how they would like to work: alone, with one other person, or with several other people. For each activity, have the learner check off how he/she worked--alone, with another learner, or in a group.
2. At the end of the week, have learners evaluate check sheets to determine how a learner prefers to work. Compare with other learners' sheets. Discuss and relate how this might influence his choice of job.

LEARNING EXPERIENCE B: (Language Arts) A

(tokens, items to buy or trade for tokens)

1. Use a token economy in the classroom for a week. Reward everything the learners do with a token or payment. The following week, do nothing except praise and acknowledge any tasks completed.
2. Discuss with learners their feelings and attitudes about being "paid" and just being praised. Relate the discussion to what they might want from a job--do they need to be paid in order to do a job, or will praise suffice?

Evaluation

Oral quiz. Each learner will tell two personality traits that he/she has.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 4: Each learner will be able to list or describe one unique personal characteristic.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics) A

(writing paper, blackboard)

1. Ask each learner to write five words that would describe him/her.
2. List and tally these on the blackboard and have learners count number of times each word was used.

LEARNING EXPERIENCE B: (Language Arts) A

(baby pictures of each learner, chart paper)

1. Ask learners to bring in a baby picture of themselves. Mount these on a chart, but do not label the pictures with names. Have the learners sit on the floor in front of the chart. Choose one learner at a time and ask another learner to find the first one's baby picture.
2. Discuss how the learners still resemble themselves many years later, even though they have changed in many other ways.

LEARNING EXPERIENCE C: (Art) A

(magazines, scissors, paste, construction paper)

1. Ask learners to cut out pictures that would represent them. Mount these pictures in a collage on construction paper.
2. Ask each learner to tell class why one of the pictures chosen is representative of themselves.

LEARNING EXPERIENCE D: (Mathematics, Science) A

(scale, yardstick, bulletin board, construction paper)

1. Take learners to nurse's office and weigh and measure each learner, or do it in the classroom.

2. Make a bar graph on the bulletin board, each bar representing one learner. Ask learners to compare their bars to those of their classmates. Do same for weight and height.

3. Repeat activity several times during the year. Add on additional inches and pounds by adding on different color pieces of construction paper to the original bar.

4. Have learners add up how much weight and height was gained by each during the year.

LEARNING EXPERIENCE E: (Language Arts, Art) A

(ditto sheets with incomplete sentences, drawing paper, crayons, pictures)

1. Have each learner make a "Me" book. Give each learner ditto sheets with incomplete sentences such as: My name is ___________. I live in _________. My address is __________. My favorite food is ______. I most like to __________.

2. Make illustrations or cut out pictures to illustrate each sentence.

3. Ask learners to share their booklets with other classmates. Discuss how each "Me" is different.

4. Make a silhouette of each learner's head to decorate the cover of the booklet.

Evaluation

Oral quiz. Each learner will describe one characteristic which he/she has which is unique.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to give an example of making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(pictures showing various activities in pineapple industry)

1. On heavy paper mount sequence of pictures showing the steps pineapple goes through from planting through processing.

2. Have learners put pictures in proper order. Lead discussion on decisions made in putting them in proper order.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners rank order six activities. Discuss and share each learner's ordering.

2. Relate discussion to the decisions learner had to make.

LEARNING EXPERIENCE C: (Art) A

(magazines, scissors, paste, construction paper)

1. Give each learner a magazine and a pair of scissors. Cut out and mount in a collage pictures of "things I like" and on another sheet, "things I don't like."

2. Discuss decisions that went into the project.

LEARNING EXPERIENCE D: (Physical Education, Language Arts) A

1. Provide learners with a choice of games or assignments.

2. Discuss why they chose one or the other.

LEARNING EXPERIENCE E: (Language Arts) A

1. Plan a field trip based on group decisions.
2. Discuss with learners the process of making a decision of where to go on the field trip.
3. Discuss how group decisions differ from individual decisions--e.g., how learner must be more aware of what others want.

Evaluation

Oral quiz. Each learner will tell an example of one decision he/she has made.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to give an example of ways in which working relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

(reward activities: puzzles, games, listening stations, TV programs)

1. Use the idea of points earned for tasks completed. Have each learner keep a tally sheet for the day or week. Add points for tasks completed and subtract for those not completed.
2. Allow learners to use points to "buy" special activities or free time.
3. Relate this to amount of money earned in jobs and how it affects life style.

LEARNING EXPERIENCE B: (Language Arts) A

1. Find out which learners earn a weekly allowance. Have them tell what they do to earn the money and how they spend it.
2. Compare this to the learners who do not get an allowance.

Evaluation

Oral quiz. Each learner will give an example of the way work influences the way one lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to give an example of the way his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper, writing paper)

1. Have each learner keep a daily evaluation of his/her own performance for each subject area. Discuss and list on a chart the criteria of the evaluation for each subject. Have learners copy these for their own charts.
2. Have learners list or discuss the things they like to do in school. Compare this list to their evaluations of task performances.
3. Discuss the relationship between what a learner likes to do and the performance he/she does, as opposed to what he/she does not like to do and his/her performance.

LEARNING EXPERIENCE B: (Social Studies) A

(filmstrip: "Judy's Ups and Downs," Science Research Associates)

1. Show filmstrip, "Judy's Ups and Downs" or similar filmstrip on feelings and attitudes.
2. Discuss how Judy's feelings influence her attitude toward the other girl.

LEARNING EXPERIENCE C: (Language Arts) A

(construction paper, crayons, masking tape)

1. Have each learner make a sign which says, "I feel good." Have learners wear the signs for one day. Tell learners that during the day when someone upsets them, or makes them feel bad they are to tear off a piece of their signs. At the end of the day discuss with learners what portion of their sign is left, and relate to how other people's actions affect one's personal feelings.

2. Discuss how people's feelings about themselves influence their attitudes toward others and school.

Evaluation

Oral quiz. Each learner will tell one example of how the way he/she feels about a subject influences what he/she does.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to tell how study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) P

1. Have an older student come and talk to the class about the way he/she studies.
2. Discuss visitor's study habits and relate them to the present classroom situation.
3. Discuss with learners how they are better in some subjects than others. Have learners state their best and worst subjects. Discuss how learners have to spend more time studying some subjects in order to do well in them.

Evaluation

Oral quiz. Each learner will tell two ways in which the way he/she studies relates to his/her school success.

Grade 2

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will be able to describe or define ways in which he/she is different from other persons.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(blackboard)

1. Ask learners to tell one thing they can do well and one thing which they cannot do well. Write in two columns on the blackboard.
2. Discuss and compare the differences between the lists.

LEARNING EXPERIENCE B: (Physical Education) A

1. Establish a role playing situation in which one learner is good at throwing a ball and the other learner isn't. Do several activities so all learners can be "good" in one activity.
2. Discuss what happens in activities with two people of different abilities.

LEARNING EXPERIENCE C: (Mathematics) A

(scale, tape measure, bulletin board, construction paper)

1. Take class into nurse's office and weigh and measure each one, or do in classroom.
2. On a bulletin board make two large bar graphs--one showing learners' height and one showing weight. Each bar represents one learner. Compare differences.
3. Weigh and measure learners several times during the year. Have learners add how much they grew and how much weight they gained during the year.

LEARNING EXPERIENCE D: (Art) A

(drawing paper or construction paper, scissors)

1. Have learners draw an outline of their hands and feet. Cut these out.
2. Have learner find another pair of hands or feet approximately the same size. The "match" is his/her partner for the day.
3. At the end of the day, or the next day, have partners discuss their similarities and differences.

LEARNING EXPERIENCE E: (Art) A

(drawing paper, crayons, bulletin board)

1. Ask each learner to draw a picture of his/her family, his/her home, and himself/herself. Compare these drawings with the rest of the class'.
2. Mount pictures on bulletin board.

LEARNING EXPERIENCE F: (Art) A

(mural paint, mural paper)

1. Ask learners to draw a mural on which they draw themselves doing what they like to do.
2. Have each learner discuss what he/she drew with the rest of the class.

Evaluation

Oral quiz. Each learner will name two ways in which he/she is different from two other persons in the class.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to list one difference between himself/herself and another person in each of the following areas: (1) interests, (2) abilities, (3) aptitudes, (4) values, and (5) attitudes.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

(writing paper, blackboard)

1. On a sheet of paper, ask learners to list ten things they like to do. When the lists are done, ask the learners to place a dollar sign ($) next to the items that require money each time it is done. Next ask them to place an "A" next to the things that can be done alone and a "P" next to those activities which require people. In the last column have the learners mark the five activities they like to do best of all. Ask learners to add up the marks in each column. Lead a discussion of what this tells them about their interests.

2. Discuss how their lists and interests are different.

3. Write responses on blackboard and add all the totals to find class totals for each column.

LEARNING EXPERIENCE B: (Language Arts) A

(25 lb. bag potatoes, wood, hammer, nails, cloth, buttons, needles, thread, writing paper, notebooks)

1. Ask learners to perform a variety of tasks such as lifting heavy objects, hammering together some wood, sewing a button on a piece of cloth, copying a poem, adding a [illegible] list of numbers. After learners have attempted each task, [illegible] them evaluate their ability and performance for each task.

2. Ask learners to list in their notebooks the tasks and an evaluation. Discuss the differences of abilities shown in the performance of each task. Compare results of the learners. Relate differences in performances to differences in abilities.

3. Relate activity to differences in aptitudes. Ask learners to tell what they can do best. Relate in a discussion how their skills affect their work.

LEARNING EXPERIENCE C: (Science, Art) A

(variety of activities, art supplies)

1. From a variety of tasks or activities set up in the classroom, have each learner choose what he/she does best. Divide the class into groups based on learners' choices of activities and have them complete activity.

2. When tasks/activities are completed, have each learner present his/her finished project to the class.

3. Discuss choices made and differences in learners.

LEARNING EXPERIENCE D: (Language Arts) A

(list of incomplete sentences)

1. Have learners explore values and attitudes. Read a list of unfinished sentences to which they must supply endings. Use sentences such as: If I had a dollar, I would ___________. The thing that scares me the most is ___________. Some day, I am going to ______. People I like always ___________. I feel happiest when ___________. When my family gets together __________ . I cry when ______________.

2. Discuss the different response by learners.

Evaluation

Oral quiz. Each learner will tell one example of the way he/she is different from someone else in terms of (1) interests, (2) aptitudes, (3) abilities, (4) values, and (5) attitudes.

CDC

GRADE 2

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.

K-3
4-6
7-9
10-12
13-14

Grade 2

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 1: Each learner will be able to describe or list types of workers in the community.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(blackboard, bulletin board, drawing paper, paint, crayons)

1. On the blackboard, list the community workers who provide services.
2. Have learners classify these workers into: (a) workers who keep us safe, (b) workers who keep us healthy, (c) workers who build or repair our homes, and (d) others.
3. Have learners draw pictures of these workers and display them on a bulletin board, classified in categories listed above.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(drawing paper, crayons, camera, film, pictures)

1. Take a walk in the local area. Visit workers in the community. If possible, take photographs of the people visited. If actual walk is not possible, make a simplified map of the area and take a simulated walk.
2. Discuss what was seen on the neighborhood walk. Who was visited? What kind of work was being done? Classify the workers visited according to the categories of those who keep us safe, healthy, build/repair our homes....
3. Have each learner draw a picture and tell a story about one of the workers. The story should tell who is in the pictures, what he/she does, where he/she does it, and any other information learners may have.

Evaluation

Oral quiz. Each learner will give two examples of people he/she knows who have different work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.

Learning Experiences

LEARNING EXPERIENCE A: (Art) E

(paper towels, ribbon, thread and needle, newsprint, paste, poster paint, shellac, safety pins, frozen juice cans, strings or yarn, white glue, felt, writing paper, construction paper, cardboard)

1. Have learners make a present for their family:

   a. Make disposable aprons for mother: Directions: Tear paper toweling into two section pieces. Use three or four of these--one on top of another. Take a length of ribbon and have learners sew this to the top edges of the paper towels leaving ends extended for the ties.

   b. Make paper mache flower pins: Directions: Put together four thicknesses of newsprint with thinned mixture of paste. While wet draw the shape of a flower and cut out. Bend petals into realistic shapes and let dry. Paint when dry with poster paint. When paint is dry, spray or paint with clear shellac. Attach a safety pin to back with white glue.

   c. Make pencil holder: Directions: Use a frozen juice can. Wrap can with yarn--use white glue to stick it on. Decorate with felt.

   d. Make a services or helpers booklet: Directions: Make coupons that can be turned in for services or help--such as wash dishes, shovel snow, cut grass, babysit, go to the store.... Make covers out of cardboard decorated with cut outs.

LEARNING EXPERIENCE B: (Mathematics) A

(blackboard)

1. Ask learners to orally list the workers they know. Write these on blackboard. Discuss with learners what these workers do and categorize each by whether they produce a product or offer a service.

2. Discuss with learners the difference between service work and production work.

3. Invite workers to visit the school to talk to the class. Have learners classify their jobs by whether they are production-oriented or service-oriented. Ask learners to classify their parents' or relatives' jobs.

LEARNING EXPERIENCE C: (Art) A

(magazines, scissors, bulletin board)

1. Discuss differences between product and service.

2. Ask learners to cut out of magazines pictures of workers. Mount these on the bulletin board by categories of being either production-oriented or service-oriented. After a few days, take the pictures down and play a game where the learners must replace the pictures under the proper category.

LEARNING EXPERIENCE D: (Social Studies) E

(film series: "Jobs in the City," Lawrence, Kansas: Centron Educational Films, 1971-1972)

1. Have learners view the seven films in the "Jobs in the City" series or show similar films which illustrate variety of jobs.

2. Discuss the films and encourage the learners to state which occupations are production-oriented and which are service-oriented.

Evaluation

Oral quiz. Each learner will name two jobs that are production-oriented and two that are service-oriented.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(bulletin board, photograph of each learner, writing paper, ditto master, notebooks)

1. Have a "VIP of the Day." Have each learner become VIP for a day, during which he/she has special privileges: choose games or stories, or where to sit. For each learner's "Day," put up his/her picture and have him/her draw pictures of their house, family, pets, likes or dislikes to accompany the picture.

2. Discuss how learners feel on "their day." Discuss meaning of dignity.

LEARNING EXPERIENCE B: (Language Arts) A

(bulletin board)

1. Provide a bulletin board or space where learners' work may be displayed. Make certain that something of every learner's is on display.

2. Have learners discuss their feelings about having work displayed. Relate this to feeling of dignity.

LEARNING EXPERIENCE C: (Language Arts) A

(awards or certificates)

1. Present learners with awards or certificates for:

   a. completion of each basal reader
   b. being punctual

    c. attendance
    d. good citizenship
    e. good work

2. Discuss meaning of dignity in relation to receiving awards for doing good work.

Evaluation

Oral quiz. Each learner will describe one way in which work makes it possible for a person to have dignity.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to tell how a worker in the school contributes to the good of society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(tools of school workers)

1. Have an exhibit of the tools used by various school workers. Have learners guess who the tools belong to.
2. Have learners pantomime or role play a school worker. Others must guess who it is.
3. Discuss contributions of the various workers.

LEARNING EXPERIENCE B: (Art) A

(riddles, bulletin board, drawing paper, paint)

1. Make up riddles describing various school workers, their work, and how they contribute to society.
2. Have learners guess who the worker is and draw a picture of the worker. Mount pictures on the bulletin board.

Evaluation

Oral quiz. Each learner will tell of one worker in the school and tell how the work contributes to the good of society.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to describe one way in which a worker he/she knows contributes to the economic good of the local area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(dittoed sheets)

1. Have each learner interview a worker he/she knows. Discuss with class questions to ask. Make up dittoed sheets of questions for each learner.

2. Have each learner share with rest of class the information obtained.

LEARNING EXPERIENCE B: (Social Studies) A

(U.S. map)

1. Point out that Hawaii manufactures and processes goods which are sold in other parts of the country, which in turn enables us to buy the products we cannot grow or manufacture. Discuss this concept in relation to the workers in these factories contributing to the economic good of the local area or state.

2. Discuss with learners the concept of sharing products among states.

Evaluation

Oral quiz. Each learner will tell one example of a worker he/she knows doing work that contributes to the local community.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to list or describe three personal reasons why people work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(blackboard)

1. Ask for volunteers who would like to be interviewed publicly about the work they do at school and at home. Have the volunteer sit on a chair in front of the room. Ask the questions from the back of the room. Questions should cover topics such as: What kind of work do you do? Why do you do it? What rewards do you get? How do you feel about doing work? What kind of work do you volunteer for? Why? What are the rewards of your volunteer work?

2. After several of these interviews, ask learners to orally list the reasons why people work. Write these reasons on the blackboard. Ask learners to pick three reasons from this list and state what jobs they have done for each of the reasons. For example: pay--what did they do to get paid; praise--what did you do to get praised; interest--what work did you do because you were interested in it.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper)

1. Let learners choose the tasks they do. Have some of the tasks paid for with a treat, other tasks displayed when completed, others earning the chance or privilege to do special activities. Let learners know which tasks earn which types of rewards. Ask learners to keep a record of their rewards.

2. After a week of choice of task and reward, lead a discussion with learners about which rewards they chose most frequently. Have them tell why.

Evaluation

Oral quiz. Each learner will describe three reasons why people work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Learners will be able to list or describe how an occupation other than their father's or mother's is necessary for their family's existence.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) E

(boxes, paint, paper, paste, drawing paper, crayons, writing paper, chart paper)

1. Take learners on a walk or a field trip to a construction site of a new building, or show relevant film or series of pictures depicting construction scene.

2. Discuss with learners what they saw. List the various workers necessary to construct a house or high rise building, including the carpenter, the mason, the electrician, the plumber, and the painter.

3. Refer to the work the various construction workers do. Have learners make their titles, by making nouns for verbs. For example, someone who paints is a painter, someone who works is a worker.

4. Have learners construct houses out of shoe boxes or cardboard boxes. Divide class into groups of five. Have each member of the group do a specific job in the construction of the house: one plans it, one constructs the foundation.

5. Have learners draw pictures of the various construction workers. Bind these together in a booklet.

6. Have learners write a little story about each worker. Put these sentences together to make one big story on chart paper. Illustrate the story with the above made pictures.

LEARNING EXPERIENCE B: (Art, Language Arts) E

(writing paper, pencils, drawing paper, crayons)

1. Have learners list the workers that come to their homes for a one week period.

2. Have the learners write who the worker is and what he does.
3. Have learners illustrate the above written stories.
4. Have learners role play the workers who come to their homes.

LEARNING EXPERIENCE C: (Science) E

(milk cartons, seeds, dirt)

1. Relate a discussion of how man must take care of plants in order to benefit from them.
2. Divide class into groups and have each group plant a different kind of seed.
3. Discuss need for agricultural occupations.

Evaluation

Oral quiz. Each learner will describe an occupation that someone other than his /her mother or father has and tell how the occupation is necessary for his/her family's existence.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to give an example of two factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper, log book)

1. Lead discussion on what it means to do a good job Write factors on blackboard and have learners copy.
2. Have learners keep a daily log of their activities. Have learners rate each one according to the factors determined by the class to contribute to job success.
3. Have learners list and evaluate the jobs they perform outside of school in the same manner.
4. Discuss their evaluation. Consider the factors involved and how each learner is meeting them. Compare school work evaluation with outside of school evaluation.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper)

1. Have learners list the things they can do, cannot do, would like to do or learn how to do, and things they don't want to know how to do. Follow this by a sharing of lists--putting all the items on a master chart for the class.
2. Discuss the differences in each other's lists, note that some people can do some things that others cannot.
3. Relate skills to job success in the discussion.

Evaluation

Oral quiz. Each learner will name one example of job success of someone he/she knows and tell one reason for the success.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. List various jobs the learners are familiar with.
2. On the blackboard make three categories: high school, college, and specialized education. Help learners to classify the jobs into these categories.

LEARNING EXPERIENCE B: (Language Arts) A

(game: "Game of Life")

1. Play "Game of Life" where learners choose whether they want to go through high school, college, or specialized education.
2. Ask learners to find out what education their parents had, as well as what they would do if they were able to change. Have learners report to the class.

Evaluation

Oral quiz. Each learner will name one occupation which requires high school education, one requiring college, and one requiring specialized education.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to list or describe the subject matter necessary for specific occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(blackboard)

1. Have learners orally list the workers they have become familiar with and write these on the blackboard. Make another list of the things or subjects learners learn or do in school such as mathematics, science, reading, social studies.
2. Discuss those subjects that most jobs require (reading, writing) as well as subjects needed in specific jobs. Match subjects with jobs written on blackboard.

LEARNING EXPERIENCE B: (Art) A

(mural paper, crayons, paint)

1. Have learners make life size drawings of themselves. Do this by having learner lie down on a large sheet of paper and having another learner trace the outline.
2. Have learners "dress" their outline in the type of clothing they will wear for the job they'd like to have.
3. Have learners name one skill or subject matter needed for the job.

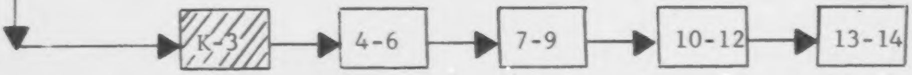
Evaluation

Oral quiz. Each learner will name one occupation which requires knowledge in a specific subject area, such as mathematics, and tell the specific subject that is required.

GRADE 2

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will [illegible] able to describe three jobs that people living close to him/her hold and name one interpersonal skill.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(ditto master, ditto paper, drawing paper, bulletin board)

1. Instruct learners to interview three people in the neighborhood about their jobs. Have each learner take a questionnaire to complete during each interview. Have learners make questionnnaires. Print on dittos. Have each learner orally report to the rest of the class what he/she found out.
2. Have learners draw pictures of the people interviewed. Mount the pictures on the bulletin board.
3. Have learners pantomime the workers they interviewed. Have other learners guess what the job is.

LEARNING EXPERIENCE B: (Language Arts) A

(books about workers, drawing paper, crayons)

1. Visit the library with the learners. Ask the librarian to put out books about different kinds of workers. Discuss.
2. Divide class into pairs and have each prepare a story about a worker for presentation to the rest of the class. Have pairs draw a picture of their worker to show while telling story. The story should include such information as where the person works, what tools are used, if he/she works alone or with others, if he/she works indoors or outdoors.

LEARNING EXPERIENCE C: (Language Arts) A

(display table)

1. Ask learners to tell about the work that their parents do. Have each learner bring in something that is representative of his/her parents job. Display these tools on a table.
2. Make job labels and play a game by having the learners place the correct labels with the items they represent.

Evaluation

Oral quiz. Each learner will name three people in his/her family or group of close acquaintances, and will tell the jobs that each one has.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to describe two characteristics of dignity in relation to self and others.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(beanbag)

1. Have learners seated in a large circle on the floor. Ask learners to tell what they have to be proud of in relation to a specific topic. For example: school, family, something they can do. Students respond with "I am proud of ______________" or "I am proud that ____________." Throw a beanbag to the first one who must respond. After responding, learner throws the bag to the next learner and so forth.
2. Have them tell something they did that made their parents proud of them and play game.

LEARNING EXPERIENCE B: (Language Arts) A

1. Provide learners with several self-correcting activities during the day. Ask them to evaluate their own work and write a one word comment on their paper. Discuss with each learner the evaluation.
2. Discuss with class meaning of dignity and relate to school work.

LEARNING EXPERIENCE C: (Language Arts) A

(bulletin board)

1. Provide a bulletin board where each learner can daily exhibit a piece of work of which he/she is proud.
2. After several days, discuss with class meaning of dignity and how it relates to their exhibiting work.

LEARNING EXPERIENCE D: (Language Arts) A

(photographs of each learner)

1. Display a picture with each learner's name. Ask each one to research the meaning of his/her name and share with class.
2. Have each learner look for famous persons who have the same name as he/she has.
3. Discuss meaning of dignity.

LEARNING EXPERIENCE E: (Language Arts) A

1. Discuss meaning of dignity.
2. Ask learners to role play showing respect in a variety of situations. For example: wanting to borrow something; two people are talking and another learner wants to say something; someone needs help.

LEARNING EXPERIENCE F: (Language Arts, Art) A

(paper bags, construction paper)

1. Discuss the meaning of good manners and relate how manners show respect.
2. Make puppets out of paper bags--add features and details made out of construction paper.
3. Role play the use of good manners using puppets.

Evaluation

Oral quiz. Each learner will describe two characteristics of dignity.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to list two feelings that his/her father or mother has about his or her work.

Learning Experiences

LEARNING EXPERIENCE A: (Art) A

(paper bags, crayons, scissors)

1. Have learners make masks out of paper bags showing different emotions or feelings.

2. Use bags large enough to fit over and cover a learner's head. Cut out holes for the eyes and mouth. Have learners draw the features to show the feelings.

3. Ask learners to role play their parents in a variety of situations, using the masks to show the feelings their parents would have in those situations. The situations could be:

   a. at home in the morning
   b. at work
   c. home after work
   d. home on the weekend or during vacation

   Discuss the differences in the feelings shown. Discuss and relate the feelings to job satisfaction.

Evaluation

Oral quiz. Each learner will describe two feelings that his/her mother or father has about his or her work.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Mathematics, Art) A

(writing paper, cup measure, gallon jug, quart bottle, water, chart paper, construction paper, scissors)

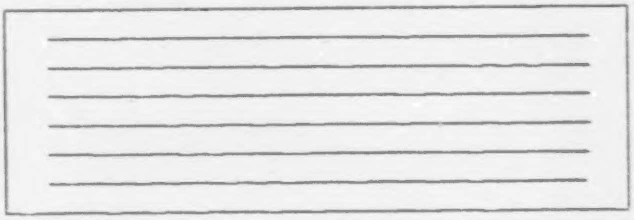
1. Plan a class party. Have learners interact to reach a decision, to plan the party, and work together to prepare for the party.

2. Have class write invitations to another class for the party.

3. Discuss democratic procedure for voting. Have class vote to determine what kind of party to have, what to eat, or who to invite.

4. Have learners figure out how much punch will be needed for the party. Provide a cup measure, a quart jug, and a gallon jug. Have learners measure cups of water to determine how many quarts or gallons of liquid they will need. Have learners work on this in pairs, one measures and one records. Have each pair record findings on a chart. Compare findings with whole class.

5. Have learners make place mats for each other. Use paper weaving technique. Cut slits into 12" x 18" sheets of construction paper. Take 12" x 1" strips of construction paper and weave through slits.



6. After the party, discuss with learners the interaction necessary to plan and the interrelatedness of the activities and jobs.

LEARNING EXPERIENCE B: (Language Arts) A

1. Set up tutorial services rendered by the students within the classroom.

2. Discuss interaction necessary for the tutorial program.

LEARNING EXPERIENCE C: (Social Studies) A

(tools of workers)

1. Point out that the work people perform is interdependent to other jobs. Using the tools of various school workers, discuss what jobs had to exist in order to make them.

2. Discuss how school workers are interdependent.

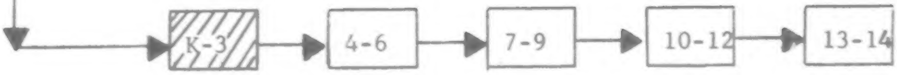
Evaluation

Oral quiz. Each learner will tell one example of someone he/she knows who has a job which is related to another job.

GRADE 2

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to list or describe ways in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Discuss meaning of responsibility. Have learners be responsible for keeping their desks clean and orderly.
2. Discuss how learners' parents have responsibility in their jobs (e.g., discuss responsibility of mothers who work at home).

LEARNING EXPERIENCE B: (Language Arts) A

1. Discuss and list what responsibilities each of the learners have in the classroom or for working in a group.
2. At the end of each day, have learners discuss how they met their responsibilities.

Evaluation

Oral quiz. Each learner will tell one example of someone he/she knows who has to be responsible in his/her job.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contribute to individual and group goals.

Learner Objective 1: Each learner will be able to participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(drawing paper, crayons, bulletin board)

1. Plan a class party. Have learners interact to reach decisions to plan the party, and work together to prepare for the party.
2. Have learners share with each other their part in preparing for the party.
3. Have learners draw pictures of the process of planning the party. Display these on a bulletin board.

LEARNING EXPERIENCE B: (Mathematics) A

(cup measure, gallon bottle, quart bottle)

1. Have each learner pour a cup full of water into the quart and gallon containers. Record how many cups were poured and how often the containers were filled.
2. Discuss role of each partner in contributing to classroom goal--determining number of cups needed to fill quart and gallon containers.

Evaluation

Observation. Teacher will observe and record that learner participates in a task that contributes to group goals.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to list rules for a group of which he/she is a member.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(blackboard, cardboard boxes, paint, writing paper)

1. Have learners tell what hobbies they have. List these on the blackboard. Vote and eliminate all but five or six hobbies. Ask each learner to sign up for one of the hobbies. Allow groups to meet in different parts of the room. Each group should select a group leader and make up rules for the club. Provide time each day for the learners to work and develop their hobbies.

2. Have each group tell about their hobby and the rules of their club.

3. Have learners make booths out of large boxes to use as stands for a hobby fair. For the fair, have each group display what they have made or collected.

4. Have each learner write an invitation to his/her parents to invite them to the fair.

LEARNING EXPERIENCE B: (Language Arts) A

(chart paper, notebooks)

1. Based on what they have previously learned about rules for the classroom, have learners determine what the rules of their second grade class should be. Let learners determine what should happen if the rules are not followed.

2. Ask learners to write the rules in their notebooks.

3. Have several learners role play the use and the misuse of the rules. Compare the differences.

LEARNING EXPERIENCE C: (Physical Education) A

(gym equipment)

1. Give learners balls, Indian clubs, ropes, and other materials to use to make up a game with rules.
2. Let group play with no rules, then, as a group, decide upon rules which must be followed.
3. Discuss the need for rules when playing games.

Evaluation

Oral quiz. Each learner will tell two rules for a group to which he/she belongs.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to give an example of the rewards other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper, writing paper, blackboard)

1. Discuss with learners why people work. On a chart, list their reasons. Invite a volunteer worker to come and talk to the class. List the worker's reasons for working. Compare the lists.

2. Have learners orally list the people they know who work. Write these on blackboard. After each name, write the rewards, other than money, that these people receive.

LEARNING EXPERIENCE B: (Language Arts) A

(helpers chart)

1. Arrange the classroom jobs in a hierarchy. For example, a learner has to have been the paper pick-up person before he/she can be the eraser cleaner, before he/she can be board washer. Discuss with learners the concept of advancement through working on one level, completing the task successfully, and being eligible for the next job.

2. Discuss reward learners get from doing classroom jobs and relate to non-monetary rewards workers receive.

LEARNING EXPERIENCE C: (Language Arts) A

(bulletin board)

1. Provide a bulletin board to display learner's work.

2. Discuss how they feel when they receive recognition for their work and relate this to the reward concept.

Evaluation

Oral quiz. The learner will tell of someone he/she knows who derives reward other than money from work.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which being in a group helped him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(writing paper)

1. Ask each learner to list the various groups of which he/she is a member (family, classroom, club, or church).
2. Have learners orally list for each of the groups to which they belong what they do when participating in the group. Make a class list for each group telling what benefits are received from the group (such as: home-shelter, love, food; school-education, friendship, fun).

LEARNING EXPERIENCE B: (Art) A

(12" x 18" drawing paper, crayons, bulletin board)

1. Give learners a large sheet of drawing paper. Instruct them to draw in the center a picture of a group they belong to. Around the center picture ask them to draw what benefits they received from the group.
2. Divide class into three or four groups. Instruct each group to prepare for a bulletin board display the above mentioned activity. One group may work on the family, one on the classroom, one on clubs, and one on church.

LEARNING EXPERIENCE C: (Physical Education) A

1. Give learners directions for playing a relay race. Ask several learners to play the race alone (one learner having to run as often as there are members on each of the other relay teams).

2. Discuss how being a member of a team or group was different from running a race alone.

LEARNING EXPERIENCE D: (Language Arts) A

1. Ask learners to make a play out of a story they have read. For one presentation, several learners each play one character. For a second presentation, ask one learner to play all the characters.

2. Discuss the difference between the two presentations.

LEARNING EXPERIENCE E: (Language Arts) A

1. Assign various tasks to several learners. The following day ask one learner to do all the tasks. Discuss his/her reaction to the assignment.

2. Relate discussion to how sharing the work load among a group makes it easier for each individual.

Evaluation

Oral quiz. Each learner will tell one way in which he/she was helped by being in a group.

CDC

GRADE 3

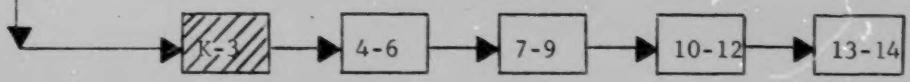
K-3
4-6
7-9
10-12
13-14

CDC

GRADE 3

SELF-REALIZATION

Developing capabilities for achieving self-realization through self-understanding and decision-making.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Grade 3

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 1: Each learner will be able to list or describe three personal attributes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

("I Have Feelings," Berger, Behavioral Publications, New York, notebooks, paper)

1. Read to class story "I Have Feelings," or similar story about personal feelings.

2. Ask learners to list in their notebooks the various feelings described in the book. For each feeling, have learners write about an incident when they felt that way.

LEARNING EXPERIENCE B: (Language Arts) A

(chalk board, chalk, writing paper, pencils)

1. Ask learners to use an adjective to describe themselves. For example: cheerful Mary; pretty Sue; helpful Tom....For variation: Ask learners to have the adjective begin with the same letter as their name. For example: cheerful Cathy; pretty Patty; timid Tom.

2. Ask learners to give as many descriptive words as possible. Write these on the board. The words the learners give need not be personally descriptive. After the list has been completed, ask each learner to pick three of the adjectives which he/she feels apply to himself/herself, and write a paragraph about each explaining why the adjectives apply.

3. Have class divided into pairs and have the partners pick three adjectives for each other and write why the words describe the other person. Ask the partners to share with each other what they wrote and compare their adjectives. Discuss with class how sometimes we see each other differently from the way we see ourselves.

LEARNING EXPERIENCE C: (Language Arts) A

(notebook, paper)

1. Ask learners to keep a notebook called "All About Me." Ask learners to write stories in their book titled:

    a. Who Am I?
    b. Who Takes Care of Me?
    c. I am proud ________________.
    d. Someday I Want to Be _______.
    e. My Funniest Experience.
    f. If I Could Change the World.
    g. My Friend.

2. Have learners write stories to practice particular concepts and skills being taught in Language Arts. For example: punctuation; conversation; capitalization; and learning manuscript.

Evaluation

Oral quiz. Each learner will describe three personal attributes.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 2: Each learner will be able to tell the subject matter areas in which his/her performance is above average.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper)

1. Each learner keeps a daily evaluation of his/her own performance for each subject area.

2. Discuss and list on a chart, the criteria of the evaluation for each subject. Have learners copy these for their own charts. At the end of the day, have learners transfer their checks to a master chart for the class. Discuss class performance for each activity and relate to individual performances.

Evaluation

Oral quiz. Each learner will tell the subject areas in which his/her performance is above average.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 3: Each learner will be able to list or describe three personality variables about himself/herself.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) P

(interest inventory)

1. Prepare an interest inventory. Have each learner complete the unfinished sentences indicating interests.
2. Discuss with learner the types of answer they gave and what this means with regard to their work.

LEARNING EXPERIENCE B: (Mathematics) A

(drawing paper)

1. Have learners make a circle graph showing how they spend their time, how they would like to spend their time.
2. Compare the two and discuss this in relation to their personality. Discuss how learners have different interests from each other.

LEARNING EXPERIENCE C: (Language Arts) A

(writing paper, pencils, notebooks)

1. Ask "If you could be someone else, who would you want to be? Describe this person." Then ask "Who would you least like to be?" Have learners write their responses. A third paper would be "Describe the way you are. Tell what you like, dislike, can or cannot do." Have learners compare the three papers. A fourth paper could be to assign each learner to describe another learner in the room and compare this to the learner's own evaluation and perception of himself/herself.

2. Ask learners to relate their personality perception or evaluation to one or several of the occupations they have become familiar with.

3. Each learner will list in a notebook three personality variables about himself/herself.

Evaluation

Oral quiz. Each learner will list or describe three personality variables about himself/herself.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 1: Acquire skills of self-appraisal.

Learner Objective 4: Each learner will be able to list or describe one unique personal characteristic.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) A

(scale, yardstick or tape measure, graph paper)

1. At the beginning of each month, have the learners weigh and measure each other.
2. Ask each learner to prepare a line graph for his/her weight and his/her height. Each month continue the line to check rate of growth. Compare the differences among the learners.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper, notebooks)

1. Ask learners to list twenty things that they like--include people, food, colors. Also, prepare a list of dislikes. Assign each learner a partner. Have the two learners come up with a list of ten mutual likes and dislikes. Next double up each pair with another pair and the four learners must come up with a list of five mutual likes and dislikes.
2. Ask one learner from each group to share the group's lists. Discuss the differences in the lists, as well as possible similarities.
3. Ask learners to write a story in their notebooks telling why they are special and different from other people. Have learners share their stories.

LEARNING EXPERIENCE C: (Language Arts) A

(tape recorder)

1. Have each learner describe another learner in the classroom using a tape recorder. Play the tape to the class and have the learners try to guess which description is theirs.

2. Have each learner describe himself/herself and have the class listen and try to identify who it is.

LEARNING EXPERIENCE D: (Language Arts) A

(ditto masters)

1. Give each learner a ditto with these six statements:

   a. Getting good grades. ______
   b. Buying a new toy. ______
   c. Playing with my friend. ______
   d. Going places with my parents. ______
   e. Playing by myself. ______
   f. Learning something new in school. ______

2. Ask the learners to rank order the statements--putting a 1 next to the statement most important to them, a 2 next to the next, and so on. After all the learners have ranked the statements, ask them to tell how they ordered them. This can be done by placing the numbers one through six on the floor or wall. For each of the statements ask the learners to stand near the number they placed after the statement.

3. Discuss how all value things differently.

LEARNING EXPERIENCE E: (Language Arts) A

(notebooks, paper)

1. Ask for a volunteer to leave the room. When the learner is called back into the room ask "Who are you?" After the learner answers, again ask "Who are you?" or "Who else are you?" Continue until the question has been asked ten times.

2. Ask each student to write in his/her notebook ten words which describes him/her.

Evaluation

Oral quiz. Each learner will describe one characteristic that he/she has which is unique.

Grade 3

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 3: Develop understanding of decision-making process.

Learner Objective 1: Each learner will be able to describe or list the steps involved in making a decision.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(five pictures, writing paper)

1. Provide learners with a choice of five pictures. They must choose one to write a story about.
2. Discuss their choices and relate it to decision-making.
3. Share stories with rest of class upon completion of task.

LEARNING EXPERIENCE B: (Mathematics) A

1. Give an arithmetic assignment in the form of a multiple choice test.
2. Discuss with learners on what they based their decisions for the answers.

LEARNING EXPERIENCE C: (Social Studies) A

(blackboard)

1. Have class decide if they want a Valentine's Day party or a Prince Kuhio Day party. List advantages and disadvantages for both.
2. Discuss that decisions can be made by voting. Discuss the voting process, different types of vote--open or secret. Have class try different types of voting to decide which party to have. Compare and discuss the results.

LEARNING EXPERIENCE D: (Language Arts) A

(notebooks)

1. Give learners a rank ordering exercise. List ten people or learners who exhibit characteristics the class is familiar with. Have learners order them on a ladder, with the top being the least objectionable, the bottom being the most objectionable. Discuss with learners their decisions; relate to the process they used in making decisions.
2. Have learners list in their notebooks the steps they learned to use in decision-making.

Evaluation

Teacher-made test. Each learner will list the steps in decision-making.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 1: Each learner will be able to list or describe ways in which working relates to the way one lives.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(play money, notebooks)

1. Arrange for performance of certain jobs to enable the "worker" to sit in certain seats or in certain places in the room. Have the job paid for with play money and seats must be purchased. Seats are purchased on a weekly basis. Allow learner to keep a seat if he has earned enough money, otherwise he must move to a cheaper seat or place. Allow the money earned to be used to purchase activities to participate in during free time. Allow extra money to be earned for completion of assignments, doing extra work, and for behavior. Have the learners place the values on items to be purchased and on the wages earned.
2. Discuss process and the relationship between work performed and the way one lives. Have learners write down in their notebook ways in which working relates to life style.

LEARNING EXPERIENCE B: (Mathematics) A

(writing paper)

1. Have learners keep a budget of what they earn and what they spend. Money can also be saved.
2. Relate this to money earned in a job and life style.

LEARNING EXPERIENCE C: (Language Arts) A

("Game of Life")

1. Play "Game of Life."

2. Have learners talk about how their families live and relate their life styles to the work their families do.

Evaluation

Oral quiz. Each learner will tell an example of someone he/she knows showing that the way one works influences the way he/she lives.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 2: Each learner will be able to describe or list ways in which his/her attitudes relate to school performance.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(writing paper, newspaper, paste, cloth, paint)

1. Have learners list the school activities they like and those they do not like. Have them draw a "smiling face" or a "frowning face" to indicate which they like and dislike.
2. Record all their grades for one week. At the end of the week see if there is a correlation between the subjects they like and their achievement and the subjects they dislike and their achievement.
3. Discuss with learners their attitudes and how they relate to the work they perform.
4. Have learners make puppets out of paper mache and cloth.
5. Have several learners prepare a puppet play showing attitudes about school.

LEARNING EXPERIENCE B: (Language Arts) A

(values grid)

1. Have learners participate in a values grid exercise. The statements in the grid should show attitudes and feelings about school and school work.
2. Discuss with the class the results of the exercise.

LEARNING EXPERIENCE C: (Social Studies) A

(film: "The Toymaker," Anti-Defamation League of B'nai B'rith)

1. Show the film, "The Toymaker."
2. Discuss the attitudes of the puppet with class and relate to their experiences and performance.

LEARNING EXPERIENCE D: (Language Arts) A

(story: "I Should Have Stayed in Bed," by John Lexu, Harper and Row, writing paper, notebooks)

1. Have learners read "I Should Have Stayed in Bed."
2. Discuss if they have ever felt that way and how it affected their work in school.
3. Have learners write stories about days that made them feel like wanting to go back to bed.
4. Have learners list in their notebooks ways in which their attitudes relate to their school performance.

Evaluation

Oral quiz. Each learner will tell one of his/her attitudes and tell how this attitude influences his/her school work.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 5: Develop understanding of the relationship between work and life style.

Learner Objective 3: Each learner will be able to tell how his/her study habits relate to school success.

Learning Experiences

LEARNING EXPERIENCE A: (Mathematics) P

(chart paper)

1. Have learners keep track of the amount of time they spend studying for each subject area. Do this for a week.
2. Total and find a daily average for each of the subject areas. Discuss how learners need to spend more time studying some subjects than others.
3. Have learners record all their marks for each subject area for the week also. Compare the amount of time spent and the marks received.

LEARNING EXPERIENCE B: (Language Arts) P

1. Have learners list the study habits of a good or successful student and also list those of an unsuccessful student. Compare the two lists.
2. Discuss and relate these to each learner.

LEARNING EXPERIENCE C: (Language Arts) P

(writing paper, notebooks)

1. Have learners write a story about the life of a good student and a bad student. Discuss how their lives are different. Have learners project how school success influences social, family, and peer relationships.
2. Have learners write in their notebooks ways in which their study habits relate to their success in school.

Evaluation

Oral quiz. Each learner will give of his/her study habits and tell how it relates to his/her success in school.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 1: Each learner will be able to describe or define ways in which he/she is different from others.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(baby pictures of learners, recent pictures of learners, bulletin board, string)

1. Ask each learner to bring in a baby picture of himself/herself and a recent picture. Mount these pictures on the bulletin board in random fashion.

2. Let learners try to match baby pictures to recent pictures by connecting the two with a piece of string. The learner whose recent picture is involved will tell when and if the baby picture is correctly identified.

3. Discuss how we all change--how we are different today from the way we were a few years ago.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(magazine, lunch bag, scissors, construction paper, paste)

1. Give each learner a magazine and a bag. Ask the learner to put pictures they cut out of the magazine into the bag. The pictures should be of things they can relate to--things they like, dislike, reminds them of their family, things they can do or not do.

2. Ask each learner to share "his/her bag" bring Show and Tell. Compare differences of the contents learner had.

3. After each learner has shared his/her bag, ask them to mount their pictures on construction paper in a collage.

LEARNING EXPERIENCE C: (Language Arts, Art) A

(writing paper, drawing paper, crayons)

1. Have learners pair off with another learner in the room. Ask them to move their desks so that they face each other. Give each learner a sheet of paper and instruct the class to write how their partner is different from themselves.

2. Have each learner come up individually and read what he/she wrote. Class members must guess who the partner is. If they cannot do so, ask the presenter to give some clues about the other learner.

3. Ask each learner to draw a picture of his/her partner and himself/herself. Compare the pictures.

LEARNING EXPERIENCE D: (Language Arts) A

(notebooks)

1. Ask learners to list in their notebooks, the characteristics about themselves that they feel are unique (such as wearing glasses, having curly hair).

2. Have learners share with class what was written. Discuss uniqueness of every person.

LEARNING EXPERIENCE E: (Mathematics, Science) A

(scale, tape measure, bulletin board, seeds, containers)

1. Weigh and measure each learner.

2. On a bulletin board make a distribution graph. Use weight on the horizontal line and height on the vertical. Discuss the use of such a graph. Discuss how it shows differences and patterns of distribution. Label each dot on the graph with the learner's name.

3. Have learners plant different types of seeds. Keep a daily record of growth, compare the differences in rate of growth and lead a discussion relating to their rates of growth.

Evaluation

Oral quiz. Each learner will tell one way in which he/she is different from other learners.

GOAL: Developing capabilities for achieving self-realization through self-understanding and decision-making.

SUBGOAL 6: Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.

Learner Objective 2: Each learner will be able to list one difference between himself/herself and another person in each of the following areas: (1) interests, (2) abilities, (3) aptitudes, (4) values, and (5) attitudes.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(ditto master, notebooks, paper)

1. Set up around the room a variety of tasks for the learners to do, some mental and some physical. Give each learner a ditto listing the activities. Following each activity have a continuum line: can do ______________________ cannot do. Ask each learner to mark his/her performance of each task on the continuum. Compare the ratings and discuss how each person has different abilities.

2. Pair learners and ask each pair to compare their continuum.

3. Ask learners to write a paragraph in their notebooks telling how their abilities are different from their partners.

LEARNING EXPERIENCE B: (Language Arts) A

(ditto masters, notebooks, writing paper)

1. Give each learner a list of questions followed by three of four alternatives. Ask them to mark their preference. For example:

   a. Where would you most like to go?
      ____ zoo, ____ library, ____ movie;
   b. What would you rather do?
      ____ paint a picture, ____ read a book, ____ play ball;
   c. Which would you rather do on a Sunday morning?
      ____ sleep, ____ play with a friend, ____ watch TV.

2. Discuss the difference in responses. Relate these responses to differences in interests.

3. Ask each learner to list in his/her notebook five things he/she is interested in.

4. Ask each learner to list the things that seem to be easy for him/her to do. Have learners share their lists and discuss the differences.

LEARNING EXPERIENCE C: (Language Arts) A

(ditto master, notebooks, paper)

1. Give each learner a ditto which looks like a blank telegram. Ask them to send a telegram to someone stating something that is important to them.
2. Ask learners to write a telegram they would like to receive.
3. Ask learners to share their telegrams.
4. Ask learners to write in their notebooks, a paragraph about five things which they consider important.

LEARNING EXPERIENCE D: (Language Arts) A

(blackboard)

1. Draw a large suitcase on the board. List all the learners in the group. Tell the learners that they will have to leave the present classroom and go somewhere else. Each learner can take only one thing from the room. What will it be? Write each learner's response next to his/her name.
2. Next tell the learners, if there is a fire and they can save only one thing, besides themselves, what would they save? Write this response next to the first one.
3. Now tell the learners that somewhere a classroom is being set up and that the learners have nothing. What would you give them, that you think is important, and that you will no longer have after you give it away? Write this response next to the first two.
4. Discuss the differences of responses between learners and between situations.

LEARNING EXPERIENCE E: (Social Studies) A

(newspaper clippings, writing paper, envelopes, stamps (if necessary))

1. Have learners bring in daily news clippings which are discussed by the class. If a controversy arises or a learner has an opinion on a topic, ask him/her to write a letter to the editor. This can be done to be actually sent to the town or city paper, or the letter can be included in the classroom newspaper, or it can be a letter to share with the class.

2. Point out different interests evident in classroom.

Evaluation

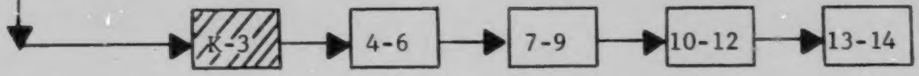
Oral quiz. Each learner will tell one example of the way he/she is different from someone else in terms of his/her (1) interests, (2) aptitudes, (3) abilities, (4) values, and (5) attitudes.

CDC

GRADE 3

ECONOMIC EFFICIENCY

Developing capabilities for being economically efficient as producer and consumer of goods and services.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10-12
13-14

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 1: Each learner will be able to describe or list types or workers in the community.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper, writing paper)

1. Present learners with a list of community workers they know and ask them to classify them into broad occupational categories. Have learners include their family members. Discuss their classification and put results on a chart.

2. Have each learner interview a worker in the community. Discuss questions to be asked and have each learner copy questions to be asked. Invite examples of each classification to speak to learners in the classroom.

3. Have learners write reports about these workers.

LEARNING EXPERIENCE B: (Social Studies) A

(tools of community workers, products produced in the community, chart paper)

1. Prepare an exhibit table showing the products produced in the local community or showing tools workers use. Have each learner bring in one item and either demonstrate its use or explain it.

2. Have learners classify individuals in the community under broad occupational titles.

LEARNING EXPERIENCE C: (Language Arts) A

(ditto with incomplete sentences, notebooks)

1. Prepare an activity or game using incomplete sentences where learners have to supply the name of a community worker.

2. Have learners list in their notebooks the types of workers they know in the community served by the school.

Evaluation

Oral quiz. Each learner will name three types of workers.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 1: Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classifications and job descriptions.

Learner Objective 2: Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) E

(pictures, chart paper, writing paper, typewriter, ditto masters, mural paper, paint)

1. Take learners on a field trip to a newspaper plant. If field trip is not feasible, use pictures or a film to show the various aspects and activities of a newspaper plant.

2. Lead a discussion about the service a newspaper provides and the work involved in producing a newspaper. List on a chart the various jobs involved in getting the newspaper into the home--from a reporter to paper delivery person.

3. Have each learner be a reporter and write a story about one of the newspaper workers. Divide class into groups to publish the paper. One group will type or print the paper, another group will distribute the paper.... Discuss interrelationship of their jobs.

4. Discuss differences between product and service oriented jobs and relate to newspaper-related occupations.

5. Have learners paint a mural showing the process of producing a newspaper.

6. Have learners write labels and captions for the mural.

LEARNING EXPERIENCE B: (Language Arts) E

(writing paper)

1. Discuss differences between product and service occupations.

2. Have learners list various jobs with which they are familiar and then have them classify them into whether they provide a service or produce a product.

Evaluation

Oral quiz. Each learner will name and describe two occupations which are production-oriented and two which are service-oriented.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 2: Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.

Learner Objective 1: Each learner will be able to describe ways in which work provides opportunities for enhancing one's dignity of self and society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(ditto masters, display table)

1. Ask learners to bring to school something they have made. Have the learners write the directions for making it on a ditto master so that copies can be distributed to all class members. In the directions, be sure to stress the inclusion of materials used or needed to make the item.

2. Have each learner demonstrate the making of the item, such as pot holders, paper flowers, macaroni pictures, models. Have learners give directions and tell the sequence of the steps in making the item. On a display table, show all the finished products and the directions labeled with the learners' names.

3. Provide a special place in the room where each learner daily can display the piece of work he/she judges to be his/her best.

4. Discusss how learners feel when demonstrating something to make or displaying their best work. Relate to doing good work in a job.

LEARNING EXPERIENCE B: (Language Arts) A

(photograph of each learner, chart paper, notebooks)

1. Have a "Star of the Week" bulletin board. Give each learner a chance to be "The Star."

2. Display learner's picture and a story about him/her during the week. Have one day during the week when "The Star" gets to choose games, stories or other activities. If possible, let the learner work at the teacher's desk one day.

3. Discuss with learners how they feel about the recognition they receive through the above activities.

4. Ask learners to write a story in their notebooks about how their work helps them feel proud, be respected, and gain recognition.

Evaluation

Oral quiz. Each learner will describe one way in which work makes it possible for a person to have dignity.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 1: Each learner will be able to tell how one worker in the school contributes to the good of society.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Social Studies, Art) E

(floor plan of school, drawing paper, crayons, bulletin board, writing paper, notebooks)

1. Assign each learner to spend some time with a different worker in the school. Request that the learner be allowed to help the particular worker to which he/she is assigned.

2. Have learners return from their visits and role play the worker they observed and interviewed. Have another learner interview the role player. Have the role players state who they are, what they do, who they work for, where they work, and what tools they use.

3. Have a floor plan of the school with directions noted. When describing where a particular school worker works, use these directions--like the north corner of the first floor.

4. Have the learners draw pictures of school workers. Mount these on a bulletin board.

5. Have each of the learners list in their notebook the various workers in the school.

Evaluation

Teacher-made test. Each learner will list three workers in the school.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 2: Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(writing paper, ditto masters)

1. Have each learner interview a worker he/she knows. Discuss needed questions to ask and have learners copy them.
2. Have learners write up the interviews as a newspaper story. Have learner copy his/her story onto a ditto master and have all the stories published as a newspaper for distribution to all class members.
3. Discuss in what way each worker interviewed contributes to the local area.

LEARNING EXPERIENCE B: (Social Studies, Mathematics) A

(graph paper)

1. Discuss that all workers pay taxes. Taxes are taken out of wages, and are paid on goods purchased.
2. Have learners graph the amounts of the tax money spent on the various areas.
3. Give learners sample problem of wages earned--figured from time worked and rate per hour, and subtract taxes to figure take-home pay.

4. Discuss taxes, what they are for. Relate discussion to how each worker by paying taxes contributes to the economic good of the community, state, and country.

Evaluation

Oral quiz. Each learner will tell an example of someone he/she knows whose work contributes to the economic welfare of Hawaii.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 3: Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.

Learner Objective 3: Each learner will be able to list or describe three personal reasons why people work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(blackboard, writing paper)

1. On the blackboard write the title: "Reasons for Work" and list the following:

   a. pay
   b. recognition
   c. advancement
   d. education
   e. interest
   f. service

2. Discuss with learners these various reasons why people work. Ask them to share work experiences they have had or someone they know has had where they were rewarded in each of the ways listed.

3. Following the discussion, ask each learner to pick three of the reasons from the list why he/she works. Ask them to write a paragraph for each reason giving a specific incident.

LEARNING EXPERIENCE B: (Language Arts, Mathematics) A

(writing paper, blackboard)

1. Ask each learner to make a chart to keep in his/her desk on which to note the main reason or reward for the performance of each task. For example the learner might note: (1) Arithmetic--I learned something; (2) Science--I received an A: (3) Spelling--I don't have to take the test on Friday; (4) Art--I liked it; (5) Watered plants--It was my job for the week. These reasons and rewards are, in order, education, pay, advancement, interest, and service.

2. After a week of such record keeping, ask learners to total the number of responses for each type of reason for working.

3. Discuss the differences in their responses and the significance of the reasons.

4. Add individual responses for each reason to find class totals.

Evaluation

Oral quiz. Each learner will describe three reasons why people work.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 4: Develop understanding that new occupations develop in response to needs of society.

Learner Objective 1: Each learner will be able to list or describe how occupations other than his/her father's or mother's are necessary to his/her family's existence.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies) A

(field trip, film or pictures, writing paper, world map or globe, cards of tag board)

1. Take learners on a field trip to a local garage and a bus trip to the airport and to a ship yard. If field trips are not possible, use films or series of pictures to illustrate different sites.
2. Have learners list different modes of travel by land, sea, or air.
3. Using a world map or a globe, discuss how one would get to different places. Play a game using cards on which places on the map are written and cards on which modes of transportation are written. Have learners match places with transportation needed to get there.
4. Discuss how people employed in transportation occupations are necessary to learner and his/her family.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper)

1. Have learners write a story about taking a trip. Ask learners to be sure to list all the people who helped them during the trip.
2. Have learners share their stories with the class.
3. Lead discussion on variety of people mentioned in learners' stories who are necessary for learner to take the trip.

LEARNING EXPERIENCE C: (Art, Mathematics) A

(magazines, scissors, drawing paper, bulletin board)

1. Have learners cut out pictures of various modes of transportation from magazines. Mount these in collages by categories.
2. Have learners draw pictures of various modes of transportation. Mount these on bulletin board by categories.
3. Discuss how people who are involved in transportation occupations are necessary to learner and his/her family.
4. Give learners examples of distance and speed to travel to places. Let them figure the time it would take.

LEARNING EXPERIENCE D: (Language Arts) A

(notebooks, writing paper)

1. Ask learners to list in their notebooks workers who help their family.
2. Have a team of two learners present a conversation between two people. For example: a dentist with a patient; a telephone operator with a caller; a salesman with a customer; a pilot with his/her passengers.
3. Have learners tell how each worker helps his/her family.

LEARNING EXPERIENCE E: (Language Arts) A

(stories about workers)

1. Have learners read stories about workers.
2. Have learners tell how each of the workers has been used by his/her family.

Evaluation

Oral quiz. Each learner will describe an occupation that someone other than his/her mother or father has and tell how the occupation is necessary for his/her family's existence.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 5: Develop employability skills.

Learner Objective 1: Each learner will be able to give an example to show two factors necessary for job success.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper, writing paper)

1. Through group discussion, establish standards for classroom jobs and performance of other tasks. Discuss with learners what some of the factors are for the completion of a successful job. List these factors on a chart.

2. Have learners keep a daily log of their activities. Have learners rate each activity according to the factors determined by the class to contribute to job success.

3. Have learners list and evaluate the jobs they do outside of school. Compare the two evaluations and discuss them.

4. Have learners write four lists:

   a. Things I can do.
   b. Things I cannot do.
   c. Things I'd like to be able to do.
   d. Things I don't care to know how to do.

   Have learners share the lists with the class. Discuss the differences in each other's lists. Relate skills to job success.

LEARNING EXPERIENCE B: (Mathematics) A

(attendance chart, clock)

1. Have learners keep track of attendance. Have each learner note his/her time of arrival on a chart.

2. Have each learner tell and write the time he/she arrives at school.

3. Discuss how being tardy or being on time is related to job success.

Evaluation

Teacher-made test, fill in. Each learner will list three factors required for success in any job.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 1: Each learner will be able to list one occupation which requires high school education, one which requires college, and one which requires specialized education.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(chart paper)

1. Have learners list the people they know who have gone only through high school or elementary school.
2. For each of the people listed, have learners talk about the job that person has.
3. Have learners list the people they know who have gone to college.
4. For each of the people listed, have learners talk about the job that person has.
5. Have learners list the people they know who have had specialized education.
6. For each of the people listed, have learners talk about the job that person has.
7. Have learners tell what kind of job they'd like to have and what kind of education is needed to get the job.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper)

1. Have three visitors come to the class. One a worker who has gone to high school, one who has gone to college, and one who has had specialized education. Have each of these workers talk about their job and relate what they do to what they needed educationally in order to get the job.

2. Have the learners write a paragraph about each of the visitors.

Evaluation

Oral quiz. Each learner will name one occupation which requires high school education, one requiring college, and one requiring specialized education.

GOAL: Developing capabilities for being economically efficient as producer and consumer of goods and services.

SUBGOAL 6: Develop understanding of the relationship between education and work.

Learner Objective 2: Each learner will be able to list or describe the subject matter necessary for specific occupations.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Science, Mathematics) A

(variety of seeds, drawing paper, cardboard boxes, dirt, plastic wrap or foil, writing paper)

1. Have learners start seedlings to be transplanted to their own yards at home.
2. Discuss what kinds of plants the learners would like to start.
3. Have learners figure how many plants will be needed. Determine how many learners want how many seedlings to take home. Multiply to find out how many seeds should be planted.
4. Have learners read the directions on the seed packets.
5. Have learners plant and care for the plants. Use flat cardboard boxes, line bottom of box with foil or plastic wrap. Fill box with dirt. Plant the seeds. Place boxes in a sunny spot and water.

LEARNING EXPERIENCE B: (Mathematics) A

(packages of instant pudding or jello, mixing bowls, measuring cups, paper cups)

1. Have learners plan to make instant pudding or jello. Determine how many packages will be needed. Have learners compute cost.
2. Divide learners into groups. Have each group make enough pudding or jello for the group. Have each member of the group responsible for one step; for example, one measures, one mixes, one puts it into cups, one serves....
3. Lead a discussion with learners relating this activity to the work of a cook. Discuss knowledge cook must have in order to perform the job.

LEARNING EXPERIENCE C: (Language Arts) A

(writing paper)

1. Ask learners to list the various occupations they know.
2. Have learners list after each occupation the things a worker must know in order to perform the job.

LEARNING EXPERIENCE D: (Social Studies, Art) A

(writing paper, magazines, scissors)

1. Ask learners to list the businesses in the community and to classify them by whether they are service or production oriented and to list one thing workers in the businesses must know.
2. Have learners cut out pictures of jobs and mount them in two collages--one showing service-oriented ones and one showing production-oriented ones.

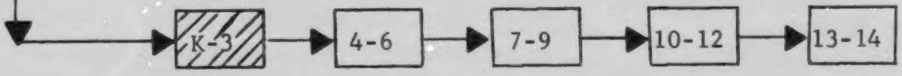
Evaluation

Oral quiz. Each learner will name one occupation which requires knowledge in a specific subject area, and will tell the specific knowledge required.

GRADE 3

SOCIAL RELATIONSHIPS

Developing capabilities for establishing and maintaining healthy social relationships.


K-3
4-6
7-9
10-12
13-14

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 1: Develop interpersonal skills.

Learner Objective 1: Each learner will be able to describe three jobs that people living close to him/her hold and name one interpersonal skill.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(writing paper, drawing paper, slips of paper)

1. Ask each learner to interview three people about their jobs. Discuss questions to be asked and have each learner copy questions.
2. Have learners prepare a booklet about each worker interviewed. Have learners write interview as a biography of the worker and draw a picture of the worker. Have learner draw a picture of the tool the worker uses, and a picture of the place where they work.
3. Distribute three small slips of paper to each learner for each of the workers. Have learner place the name of the occupation on the first slip of paper, the object or tool used on the second, and the place where he works on the third slip of paper. Collect all slips and mix. Deal out the slips. Have the learners match the three correct ones by drawing from each other. Three correctly matching slips are a match and the learner with the most matches wins.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper)

1. Have learners bring in the tools used by three workers he/she knows.
2. Have each learner write a story about who used the tool. Display the tools and the stories. Have learners demonstrate to class the use of the tool by role playing the worker who used it. Have other learners name the worker.

LEARNING EXPERIENCE C: (Social Studies) A

(drawing paper)

1. Have learners make a map of the school neighborhood and draw pictures of the various workers they know.

2. Have each learner name three workers he/she knows and briefly tell what each worker does.

Evaluation

Oral quiz. Each learner will name three people in his/her family or group of close acquaintances, and will tell the jobs that each one has.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 2: Develop understanding of social roles.

Learner Objective 1: Each learner will be able to list and describe two characteristics of dignity in relation to self and others.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(writing paper)

1. Ask learners to write a story entitled "I Am Proud of Me." Have them tell in the story what they have done to be proud of.
2. Relate stories they write to meaning of dignity.

LEARNING EXPERIENCE B: (Language Arts) A

(blackboard, writing paper, bulletin board)

1. On the blackboard list the following:
    a. I am proud of me.
    b. I am proud of my parents.
    c. I am proud of my brothers and sisters.
    d. I am proud of my home.
    e. I am proud of my race or people.
    f. I am proud of my state or country.
2. Ask each of the learners to pick three of the statements and write a paragraph for each. On a bulletin board titled "We Are Proud" display the paragraphs the learners have written.
3. Relate meaning of dignity to paragraphs learners wrote as well as to their feelings in having work displayed.

LEARNING EXPERIENCE C: (Language Arts) A

(bean bag, dictionary, writing paper, blackboard)

1. Have learners sit in a large circle on the floor. Ask learners to tell what they have to be proud of in relation to specific topics. For example: school, family, help or service they give or have given. As the teacher throws a bean bag to a learner, the learner responds with "I am proud of ________" and throws the bean bag to another learner.

2. Discuss with learners the meaning of the word dignity. Look up the word in a dictionary. Ask each learner to then write his/her definition based on the discussion and the dictionary definition.

3. Discuss that respect for self and others is part of dignity. List on blackboard statements learners give that show how they respect themselves and others. Discuss that good manners and being polite are part of showing respect. Ask learners to role play the use of good manners.

LEARNING EXPERIENCE D: (Health) A

1. Discuss that personal cleanliness is part of self-respect and dignity.

2. Discuss how others see us by how we appear.

Evaluation

Oral quiz. Each learner will describe two characteristics of dignity.

Grade 3

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 5: Develop appreciation for flexibility and adaptability in social relationships.

Learner Objective 1: Each learner will be able to list two feelings that his/her father or mother has about his or her work.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Science) A

(paper plates, paper fasteners, construction paper, blackboard, writing paper)

1. Have learners make a feelings barometer. Use a paper plate for the face of the barometer. Fasten a hand or arrow to the center with a paper fastener. Around the rim of the plate write words to describe various feelings.
2. Discuss feelings that learners have. List these feelings on the blackboard. Have learners pantomime situations in which they show feelings.
3. Have learners display their barometer on their desks and move the pointer to indicate their feelings for a particular task or assignment or activity.
4. Ask each learner to interview his/her parents to find out what they like about their job and what they dislike.
5. Ask learners to write two paragraphs, one telling what their parents like about their job and one telling what they dislike. Use words that tell about feelings to describe their likes and dislikes. Have learners report to class their interviews.
6. Have learners take turns interviewing each other. Have the learner being interviewed play the role of the parent. Have the interviewer ask the "parent" to describe his/her job and tell how he/she feels about it.

Evaluation

Oral quiz. Each learner will describe two feelings that his/her mother or father has about his or her work.

GOAL: Developing capabilities for establishing and maintaining healthy social relationships.

SUBGOAL 6: Develop understanding of interrelatedness of occupational roles.

Learner Objective 1: Each learner will be able to describe one job which contributes to or is related to another job.

Learning Experiences

LEARNING EXPERIENCE A: (Science, Mathematics, Social Studies) A

1. Discuss interdependence of things in nature. Relate to the role people have played in upsetting this balance.

2. Develop concept of both sides of equal sign needing to be equal. Point out that removal of one number of the changing of a sign upsets the equality.

3. Describe that industries are interdependent. For example: the car industry needs the steel industry, and the steel industry needs the car industry.

4. Ask learners to orally give examples of jobs they are familiar with which are related to one another.

LEARNING EXPERIENCE B: (Language Arts) A

(writing paper, chart paper)

1. Relate concepts of interdependence to the community and school workers. Have each learner pick two workers. Divide paper in half, heading each half with one of the workers. Under each heading, tell how the worker helps the other worker. Transfer each of the individual lists to a master chart. Discuss with learners the interrelatedness of the jobs and the interdependence.

2. Have learners pair up and role play various workers. Have them tell who they are and ask each other "What can you do for me?" A variation would be for the learner to approach another role player with "Hi, I'm ______________. I do ______________ for you."

3. Have each learner write a description of one job which contributes to another job.

Evaluation

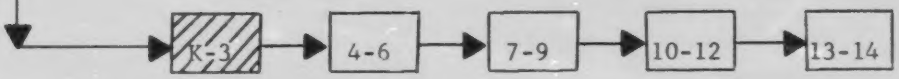
Oral quiz. Each learner will name one job which is related to one other job.

CDC

GRADE 3

CIVIC RESPONSIBILITY

Developing capabilities for carrying out civic responsibility at work and in the community.


K-3
4-6
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13-14

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 1: Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.

Learner Objective 1: Each learner will be able to list or describe ways in which work requires responsibility.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

1. Have learners, as a group, set minimum standards for each classroom job.
2. Assign learners to various jobs. Have learners evaluate each other on basis of standards set by group. Discuss responsibility involved in classroom jobs.

LEARNING EXPERIENCE B: (Language Arts) A

1. Have learners assume responsibility for sharing and keeping track of reading materials. Have each learner replace what he/she has used.
2. Discuss such questions as: How do you feel when you can't find your reading materials? How can we help each other in keeping our materials better? How can we remember to straighten up?

LEARNING EXPERIENCE C: (Language Arts) A

(toys, puzzles, games, writing paper, notebook)

1. Divide the class into groups and distribute games, puzzles, and toys.
2. Have each learner responsible for cleaning up and making certain all parts are returned. Have each group member responsible for one part.
3. Have learners list in their notebooks the ways they have learned that work requires responsibility.

Evaluation

Oral quiz. Each learner will give one example of the way work requires responsibility.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 2: Develop understanding of ways in which participation in civic groups contribute to individual and group goals.

Learner Objective 1: Each learner will be able to describe or participate in a task which contributes to classroom goals.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Mathematics, Social Studies, Science, Art) A

(suitable containers, chart paper, scale, mural paper, paint, glue, display table, notebook)

1. As a class project, have the class help clean the environment by collecting garbage and papers on the school ground during recess time.

2. Discuss with learners the procedures needed to meet their goal. List on a chart materials needed and safety rules.

3. Have the learners find averages in order to determine total weight of collected garbage. Weigh five bags of garbage, total their weight and divide by five. Use this average weight to determine total weight of garbage collected each day and for the week.

4. Talk about ecology--the need for cleaning up our environment. Send for literature from National and State Ecology groups.

5. Have the learners write letters requesting information on ecology groups.

6. Have class compose an article for the school paper about the project.

7. If possible, plan a field trip to a local recycling plant. Have learners separate garbage into glass, metal, and paper and take them to a recycling plant.

8. Have learners draw a mural showing before and after pictures of the school ground.

9. Have learners make collages or sculptures from some of the garbage--"Art From Trash." Display this is an exhibit.

10. Have learners write in their notebooks how they personally helped in meeting the classroom goal of cleaning up the school grounds.

Evaluation

Oral quiz. Each learner will name one task which he/she does that contributes to the good of the classroom.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 3: Develop understanding of importance of rules in society.

Learner Objective 1: Each learner will be able to list rules for a group of which he /she is a member.

Learning Experiences

LEARNING EXPERIENCE A: (Social Studies, Language Arts) A

(chart paper, notebooks)

1. Have learners establish rules for the classroom. Write these on a chart. Also let learners determine what should happen if the rules are not followed.
2. One learner is elected to act as a judge. Several class members are selected as jurors (names pulled from a hat). The learner who has broken a rule is presented to the judge. Another learner could act as lawyer or the learner can plead his/her own case. The jury decides what punishment should be given (based on the list established by the class). Discuss the process with the learners. Ask them to tell their feelings in the role of the accused, the juror, the judge.
3. Ask each learner to copy the classroom rules into his/her notebook.

LEARNING EXPERIENCE B: (Language Arts) A

(box of different items to use in a game, notebooks)

1. Divide class into several groups. Provide each group with a box of different materials or items from which they must make a game which needs rules for playing.
2. Ask each learner in each group to write the rules in his/her notebook. Ask each group to share and demonstrate their game. Then ask group members to share their copy of the rules with two or three other learners and have them copy the rules. Thus, every learner will have in his/her notebook rules for each of the games.

Evaluation

Oral quiz. Each learner will name one rule of a group of which he/she is a member.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 4: Develop understanding of relationship between responsibilities and rewards in work and leisure.

Learner Objective 1: Each learner will be able to list or describe rewards, other than money, which are related to working.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts) A

(play money, notebooks)

1. Aid class in setting up an amount of money which can be earned for doing each classroom job. Assign learners to various jobs during a one week period so they can earn money.
2. Lead a discussion relating the earning of play money for jobs in the classroom to the other rewards the learners receive. Introduce them to terms such as status, security, recognition....
3. Have learners write a list of non-monetary rewards in their notebooks.

LEARNING EXPERIENCE B: (Social Studies) A

(blackboard, writing paper, notebooks)

1. Have each learner interview a school worker to find out benefits other than salary. Discuss questions to be asked. Write them on the blackboard and have learners copy.
2. Have each learner present a report. Have learners discuss what benefits they found out about, and what benefits they received from doing this task.
3. Have each learner write a list of non-monetary rewards in his/her notebook.

Evaluation

Oral quiz. Each learner will give an example of someone he/she knows who gets a reward other than money from working.

GOAL: Developing capabilities for carrying out civic responsibilities at work and in the community.

SUBGOAL 6: Develop ability to participate in various kinds of civic groups.

Learner Objective 1: Each learner will be able to describe ways in which participation in a group helped him/her.

Learning Experiences

LEARNING EXPERIENCE A: (Language Arts, Art) A

(ditto masters, construction paper, crayons)

1. Have learners make a cookbook as a present for a parent for Christmas, Valentine's Day, Mother's Day or Father's Day. Ask each learner to bring in a copy of a favorite recipe.

2. Have each learner tell about the recipe and then let the class classify the recipe into a category: dessert, meat dish, breakfast, vegetable, baked goods....

3. Ask each learner to write the recipe on a ditto master. Run off enough copies of each for every learner.

4. Have learners make covers for their cookbooks. Also have learners draw some sort of decoration on the recipe page ditto (possibly pictures of the ingredients or tools necessary in making the item).

5. Give each learner a copy of every recipe and ask them to put their cookbooks together.

6. Discuss with learners how each one's participation was necessary in order to make the cookbooks.

LEARNING EXPERIENCE B: (Language Arts, Art) A

(writing paper, bulletin board, picture of a family, drawing paper)

1. For a bulletin board display, use the family as an example of a group. Mount a picture of a family unit in the center of the bulletin board.

2. Ask learners to each draw a picture of one benefit they receive from this group. Ask them to write a paragraph to go with the pictures. Mount these paragraphs and pictures around the center picture.

3. Discuss what learners wrote with entire class. Relate benefits to those received from groups other than the family.

Evaluation

Oral quiz. Each learner will tell one way in which participation in a group has helped him/her.

PART III

REPORT OF PROJECT DEVELOPMENT

This part of the guide presents a description of the systems approach which was used in planning and administering this project. The design for the systems model was formulated apart from the project operation.

K-3
4-6
7-9
10-12
13-14

PART III

REPORT OF PROJECT DEVELOPMENT

The Hawaii Career Development Continuum Project was initiated in April, 1972 in response to a recognized need for a statewide conceptual framework with implementing guidelines for a comprehensive program of vocational guidance and career development. The project mission was the design of a conceptual framework for a career development continuum from Kindergarten through Grade 14, and the production of curriculum guides for four grade levels: Kindergarten to Grade 3, Grades 4 to 6, Grades 7 to 9, and Grades 10 to 12. It is recognized that the omission of the career development curriculum guide for Grades 13 and 14 constitutes a major gap in the total system design for delivery of career development experiences which meet the needs of children and youth in the State. Until a curriculum guide in career development for Grades 13 and 14 is completed, the conceptual model of the career development continuum cannot be implemented completely.

A systems approach was implemented in planning and conducting the Hawaii Career Development Continuum Project. It was intended that by using a systematic approach in conducting the Project the results would be the accomplishment of goals to meet the needs of the learners and the community by making the best possible utilization of available resources at the most desirable cost-benefit ratios. It also was intended that the systems approach in conducting the Project would result in a unified whole for delivery of career development to Hawaii's schools. The delivery system incorporates teacher training, counselor preparation, administrator training, materials development, and a curriculum.

Implementation of the systems approach for planning and conducting the Hawaii Career Development Continuum Project was accomplished by adapting the generalized systems model which was developed by Ryan in 1965 and subsequently used by Ryan in connection with development of models for vocational education, counseling and guidance, and corrections. Ryan's generalized model is explained in detail in a number of publications, including the following:

> Systems design in the development of counseling and guidance programs. Personnel and Guidance Journal, 1970, 49, 39-45. (With R. E. Hosford)
>
> Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.
>
> Organization and administration of guidance services. Danville, Illinois: Interstate Printers and Publishers, 1972. (With F. R. Zeran)

Implementation of the generalized model involved a seven step process:

1. Analysis of the existing situation;

2. Establishment of a philosophy;

3. Assessment of needs;
4. Definition of goals, subgoals, and objectives;
5. Formulation of a plan;
6. Production and implementation of curriculum guides;
7. Evaluation of process and products.

A flowchart model showing the sequence and relationships of the seven steps implemented in conducting the Hawaii Career Development Continuum Project is given in Figure 5.

ANALYZE REAL LIFE ENVIRONMENT (1.0)

Inspection of Figure 5 reveals that the first step taken was the analysis of the real life situation. Action on the Hawaii Career Development Continuum Project was initiated April 26, 1972. The first of May all project resources were directed to making an analysis of the existing situation. This involved identifying the setting, determining the nature of existing program and related training activities, and identifying the characteristics of the target population. It was deemed essential to determine at the onset personnel and programs related to career development in the schools and the community; to determine the status and projections for the comprehensive guidance program plan; and to describe the needs and characteristics of the learner population. This was accomplished by gathering information from school personnel, teacher-counselor-administrator, training personnel, community groups, employer/labor organizations, parents, and learners. The result of this analysis was a definition of the existing situation in Hawaii, so a system of delivery of career development services could be built upon and integrated with programs already in operation.

The analysis revealed strengths and weaknesses. It was found that guidance in the schools of Hawaii had been a matter of concern for several decades. The State Department of Education and the State and Territorial Legislatures had focused attention on the guidance program and counseling services over the years in an effort to achieve continuing improvement, to better meet the needs of the children and youth, and to contribute to the social well-being of the state.

The 1970 Annual Report of Program of Guidance, Counseling, and Testing in the State of Hawaii documented the lack of a statewide conceptual framework for guidance and pointed to areas of weakness in counseling services. The Program Planning and Budgeting System evaluation of guidance showed major emphasis in counseling was being placed on individual counseling at the cost of failure to reach all learners. Little counseling time was being devoted to liaison with agencies, consultative

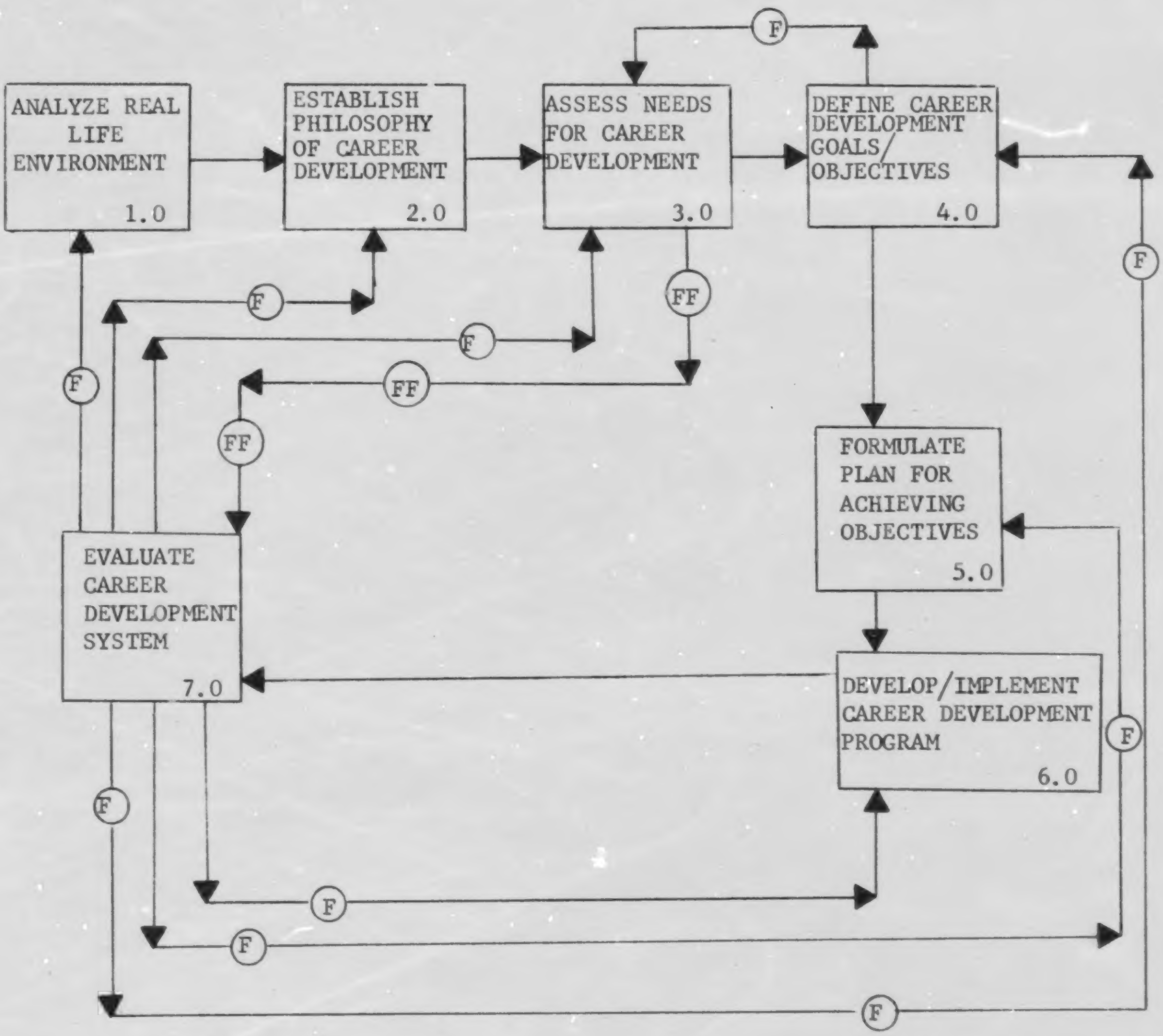
ANALYZE REAL LIFE ENVIRONMENT
1.0
ESTABLISH PHILOSOPHY OF CAREER DEVELOPMENT
2.0
ASSESS NEEDS FOR CAREER DEVELOPMENT
3.0
DEFINE CAREER DEVELOPMENT GOALS/ OBJECTIVES
4.0
FORMULATE PLAN FOR ACHIEVING OBJECTIVES
5.0
DEVELOP/IMPLEMENT CAREER DEVELOPMENT PROGRAM
6.0
EVALUATE CAREER DEVELOPMENT SYSTEM
7.0
F
FF

Figure 5
System for Conducting
Hawaii Career Development Continuum Project*

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*Adapted from generalized system model developed by T. A. Ryan. For more complete description of the model, see Educational management by systems techniques in corrections. Educational Technology, 1972, 12, 18-26.

work with instructional personnel, group work with learners to help them in self-concept development, and educational and vocational decision-making.

A 1971 Hawaii State Counselors Association survey revealed that much of the school time of the certified counselors was being used in activities other than counseling, consulting, and coordination. The Intermediate Task Force of the Youth Services Committee of the Mental Health Association reported in June, 1971 that (1) the description of the role and function of counselor varied from state to district to school level, and also varied from school to school; (2) the referral system was inadequate; (3) counselor knowledge of community agencies was uneven; and (4) counselors were devoting unequitable amounts of time to non-counseling related clerical duties. In May, 1972, in testimony regarding program planning and budgeting recommendations for guidance and counseling, the Superintendent of the Department of Education noted the need to develop a statewide guidance program in educational/career development.

Analysis of the situation revealed lack of a strong articulation across grade levels, and integration across disciplines was not complete. The training and preparation of teachers, administrators, and counselors were not completely related to the school situation and program activities. The Program Planning and Budget System Evaluation revealed that instruction and dissemination of educational and vocational information were not adequate to reach all learners. It was found that only 16 percent of the intermediate schools and 26 percent of the high schools regularly provided units on the world of work in the curriculum. Only 6 percent of the intermediate schools and 10 percent of the high schools regularly included visitations to observe work situations. None of the intermediate schools and only 13 percent of the high schools regularly had parent participation in educational/career conferences. In the intermediate schools, only 3 percent provided regular instruction on admissions, financial aid, and employment. None of the intermediate schools regularly scheduled career conferences.

The analysis revealed a lack of complete coordination of services related to orientation, to educational and occupational requirements and opportunities, despite the stipulation in the Hawaii Foundation Program for a coordinated and complete program in these areas. It was found that instruction, guidance, and administrative functions in the schools were not totally integrated.

The initial analysis revealed that all learners in the state were not being equipped with the knowledge, skills, and attitudes required for maintaining healthy social relationships, achieving self-realization, implementing civic responsibilities, and becoming economically efficient. Not all learners were developing the communication, interpersonal relationship, decision-making, occupational and problem-solving skills needed for achieving satisfying and productive social and economic life roles.

The analysis revealed strengths as well as weaknesses. It was found that efforts were being made which coincided with or were compatible with career development. A world of work vocational guidance program in junior high schools was being offered. Guidance units in secondary schools were being included, usually in vocational-technical courses. Elective or required courses in guidance were being included in the secondary curriculum in some schools. Curriculum guidelines were developed for upper elementary and intermediate grades. Two resolutions passed in 1972, H.R. 97 and H. C. R. 16, recognized the need for a comprehensive counseling and guidance program which would include vocational-technical counseling and occupational-college guidance. A comprehensive guidance program for the state was being developed by the Task Force on Guidance and Counseling.

The analysis resulted in identifying many bits and pieces of career development being implemented in programs of elementary and secondary schools. The major problem was a lack of coordination. The need was for articulation across levels and integration across areas. This analysis of the existing situation constituted the first step in implementing a systems approach to conducting the Hawaii Career Development Continuum Project, and provided the basis for designing a conceptual model with implementing guides which would build on the strengths of the existing system and at the same time overcome weaknesses or bridge gaps inherent in the operation.

ESTABLISH PHILOSOPHY (2.0)

The flowchart model in Figure 5 shows the second step of the Project was the establishment of a philosophy. This resulted in the rationale which is presented in Chapter II. The essence of the philosophy is expressed in a set of basic assumptions about the learner, the nature of career development, effective interventions to achieve career development, and the environment in which career development is realized. These assumptions are:

> Every individual has the right to develop to the maximum his/her capacity for considered risk-taking.
>
> Every individual has the right to clarify and refine his/her knowledge about self and his/her aspirations through planned assessment and evaluation.
>
> Every individual has the right to gain a clear understanding of careers, have an opportunity to explore career options, and be prepared for career implementation.
>
> Every individual has the right for participation in various skill activities before making decisions concerning specific skill area.

Every individual has the right to develop a clear understanding of the relationship between the educational process and career development.

Career development is a process of individual growth to vocational maturity and self-identity.

Career development is an ongoing process from infancy through maturity.

Career development is subject to modification to facilitate the development of self- and career-identity.

Career development is implemented through career awareness, career exploration and goal-setting, skill preparation, placement, and follow-up.

Career development is concerned with self, civic, social, and economic development.

Effective interventions focus on interaction of academic and vocational education, guidance and work experience.

Effective interventions include inputs from learners, school personnel, parents, community groups, labor, industry, and business.

Effective interventions provide activities according to the individual's developmental level.

Effective interventions provide an opportunity to articulate facets of particular jobs and to expand this knowledge to other careers.

Effective interventions provide an opportunity for participation in group learning and guidance.

Effective interventions are part of a total curriculum which is totally articulated and integrated, laterally across school and community, involving all departments, and vertically from pre-school through adult education.

Preparation for work is a major objective of education.

Rapid technological and social change will continue to make it necessary to prepare youth and adults to use technology for the benefit of the individual and society.

Children and youth must be able to relate to the adult world of work, equipped to assume civic responsibility, capable of personal usefulness and satisfaction, and able to establish and maintain social relationships.

ASSESS NEEDS (3.0)

The third step (See Figure 5) in the systems approach to operation of the Hawaii Career Development Continuum Project consisted of a needs assessment.

Any program must be developed to meet existing needs. It was essential to determine what was needed in order to make the ideal career development program become a reality. The needs assessment was made by processing information from students, school personnel, parents, and community groups to determine the extent to which beliefs expressed in the philosophy were being implemented in the existing program of activities.

This was accomplished by comparing the existing situation, depicted in the analysis of the real life environment (1.0) with the ideal situation, as conceptualized by the set of beliefs or assumptions establishing the basic frame of reference or philosophy of career development (2.0). When this comparison of real against ideal was made for Hawaii, a set of needs emerged.

The needs assessment revealed gaps in the existing vocational guidance, vocational-technical education, and academic areas. There was a lack of clear definition of the counselor role. There was a lack of a systematic structure relating administration, instruction, and guidance to produce career development for all children and youth in the state. Guidance was not geared to total person development. The system of education in Hawaii was not tightly interrelated across disciplines. The articulation from level to level was not adequate. Learning activities were not adapted to developmental levels of all learners. The resources of school and community were not directed in a systematic fashion toward achievement of career development goals. The selection of goals, analysis of goals to establish priorities, and selection of the most efficient and acceptable strategies for achieving career development goals were not being done systematically. There was a lack of a planned program to integrate and combine elements of self-appraisal, self-understanding, educational planning, academic preparation for work, attitudes toward work, and occupational exploration.

The Hawaii Foundation program for the public schools of the state mandates that each school shall provide academic and occupational orientation activities. This ideal was not being realized in all the schools. The counseling services were constrained by lack of a comprehensive plan for career development, lack of supportive instructional programs in career development, and inadequate professional preparation and experience.

DEFINE GOALS (4.0)

The fourth step (See Figure 5) in the systems approach to the Hawaii Career Development Continuum Project was the definition of goals. The definition of the goals was accomplished by looking at needs, and deciding what must be accomplished to satisfy the assessed needs. Goals were defined to reflect desired outcomes in terms of both program and individual. These broadly defined goals were translated to subgoals and objectives.

In the Hawaii Career Development Continuum Project, two sets of goals and objectives were defined. The program goals were expressed in terms of the project purpose, with implementing objectives. The product goals were defined in terms of expected outcomes for the individuals in grades K through 14 who will experience the career development interventions.

Project goals

The program goals were defined by two major purposes with implementing objectives:

Purpose 1: Design of conceptual model for a career development continuum, K-14

Objective 1. To assess present status and practices relating to career development and vocational guidance, K-14, in Hawaii public schools.

Objective 2. To review and study latest developments and trends in vocational guidance and determination of applicability of these elements to the Hawaii model.

Objective 3. To study the existing organizational structure for vocational guidance and related practices to determine appropriateness for inclusion in the Hawaii conceptual model.

Objective 4. To evaluate the foundation program in terms of the approach to vocational guidance and career development.

Objective 5. To identify elements and relationships which combine to create a career development, K-14, continuum.

Objective 6. To synthesize elements into a statewide, systematic career development model.

Purpose 2: Production of implementation guides for career development, K-14

Objective 1. To identify existing curriculum guides and multi-media approaches to career development learning.

Objective 2. To relate existing guides to the conceptual model of career development.

Objective 3. To identify elements for delivery systems of career development at K-3, 4-6, 7-9, 10-12, and 13-14 levels.

Objective 4. To synthesize prototype curriculum guides for career development, K-3, 4-6, 7-9, and 10-12. Prototype guides for 13-14 will be developed to complete the sequence.

Objective 5. To try cut guides in selected situations.

Objective 6. To evaluate guides prior to full scale implementation developed through an iterative process of analysis and synthesis. A work conference, held in June 1972, was devoted to the initial definition of goals and subgoals of career development for the children and youth of Hawaii. Subsequent work sessions, devoted to operationalizing the subgoals, resulted in the definition of learner objectives to implement each subgoal.

Career development goals

Four major goals compatible with the framework of developmental tasks were identified as essential to the achievement of a healthy career development of the individual: (1) achievement of self-realization; (2) development of capability to maintain social relationships; (3) development of capability to fulfill civic responsibility; and (4) development of capacity to achieve economic efficiency through producer and consumer roles. The goals, subgoals, and objectives developed for the five developmental levels--K-3, 4-6, 7-9, 10-12, and 13-14, are described in Part I, Chapter IV.

FORMULATE PLAN (5.0)

Inspection of Figure 5 shows the fifth step in the systems approach to the Hawaii Career Development Continuum Project was the identification and evaluation of alternatives to accomplish the project purposes and objectives. Once goals and objectives were defined, alternative means for achieving the desired outcomes had to be identified. The alternatives were evaluated in terms of costs and benefits, so the procedures most likely to optimize outcomes would be implemented. In formulating a plan, it was essential to consider resources as well as constraints in the existing situation. The idea was to make optimum utilization of resources, and to find feasible ways for overcoming obstacles in the way of efficient project operation. It was important to think of tradeoffs which could be made. The end result of formulating a plan was the organization for delivering a career development continuum to implement the product goals, subgoals, and objectives defined in (4.0) (See Figure 5) to achieve career development of individual learners in the schools of Hawaii. The conceptual model and delivery system design which were developed are presented in Part I, Chapter III.

IMPLEMENT PROGRAM (6.0)

Examination of Figure 5 reveals seven steps in the systems approach to conduct the Hawaii Career Development Continuum Project, The first five steps were completed between May 1, 1972 and December 31, 1972. The first efforts to carry out Step 6, Development and Implementation of the Program, began January 1, 1973. The sixth step in the systems approach for delivery of career development services in Hawaii was concerned with operationalizing the plan developed in (5.0). In essence, the first five steps were concerned with program development. The sixth step was concerned with program operation, which was accomplished by carrying out the activities specified in the plan for delivery of services. This entailed the design of curriculum guides, and use of hardware, software, methods, and techniques according to the specifications in the guides. The development of materials and training of personnel will be accomplished in Phase III of the Career Development Continuum Project. The development of prototype curriculum guides for levels K-3, 4-6, 7-9, and 10-12 was accomplished between January 1, 1973 and June 30, 1974.

EVALUATE PROGRAM (7.0)

Inspection of Figure 5 reveals that evaluation is the last step in the systems approach to program operation. Evaluation is the process of assessing the effectiveness or worth of a planned intervention. This is accomplished by determining the extent to which a purposefully contrived program achieves its objectives, and by relating the achievement of objectives to program variables. Evaluation points up strengths and weaknesses in the program, and provides the basis for continuing improvement. Both summative and formative evaluation are essential.

In the Hawaii Career Development Continuum Project, evaluation is built into the delivery system design to provide for a) continuing monitoring of the career development interventions in the schools, and b) direct and continuing revision of curriculum guides. The career development continuum is evaluated in terms of its effectiveness in preparing children and youth of Hawaii to be fully functioning, productive members of society. These are individuals who have achieved self-fulfillment, are capable of maintaining self and dependents, are responsible to the demands of citizenship, and are capable of establishing and maintaining healthy social relationships. The career development curriculum is designed to achieve this through implementation of a career development continuum extending across levels from Kindergarten through Grade 14. Since no single school or specific area is responsible for the entire process, evaluation of the effectiveness of the curriculum requires continuing evaluation of 1) inputs to the system, 2) the process of planned interventions, 3) outputs from the system, and 4) long-term outcomes of the sytem.

The measurement of inputs is made prior to implementing the curriculum in a school situation. These measurements establish the knowledge, skills, and attitudes or values related to career development which the learners have before the curriculum is introduced. Other input factors which are measured include educational resources allocated to implement the curriculum needs, resources and employment opportunities in the community.

The evaluation of process is made at each stage of the curriculum; K-3, 4-6, 7-9, 10-12. It includes rating of the content, methods, techniques, hardware, software, community participation, and information dissemination. The curriculum guides are evaluated on the extent to which the guides are considered worthwhile to use, adequate in content coverage, easy to understand, easy to use, and relevant to career development.

Outputs are knowledge, skills, and attitudes of learners as they progress through the system. The outputs from the career development curriculum are the knowledge, skills, and attitudes defined by the career development subgoals. The outputs from one level become inputs to the next level. Outputs from the K-3 level become the inputs to the 4-6 level; outputs from the 4-6 level become inputs to the 7-9 level; outputs from the 7-9 level become inputs to the 10-12 level; and outputs from the 10-12 level become inputs to the labor market, level 13-14, or higher education. At each level measurement or evaluation must be made, at the conclusion of the career development curriculum for that level, to determine the knowledge, skills, and attitudes of the learners in relation to the subgoals of career development.

Outcomes are the long-term results of career development. They are the interactions of outputs with the environment, and are measured in terms of the success with which the individuals cope with the environment. Outcomes refer to the total career development curriculum. The outcomes of a career development curriculum should be job success, job satisfaction, personal fulfillment, meeting one's responsibilities as a citizen, and maintaining healthy social relationships in the home, on the job, and in the community.

Evaluation is a process, not a single event. Any process extending over any period of time demands coordination and logical organization. Evaluation is based on information collected through use of standardized instruments, informal tests, observation, or interview. The information is intended to give an idea of what actually exists, and this is compared against the desired outcomes as defined by the program goals and objectives. Evaluation is designed to direct future changes, developments, and improvements, and provides the basis for decision-making.

Categories of information relevant to evaluation of input, output, and process have been defined for the Career Development Continuum Project and include the following:

1. Input and output variables: learner knowledge, skills, and attitudes

    Knowledge of self
    Knowledge of careers
    Knowledge of career options
    Understanding decision-making process
    Understanding relationship between education and work
    Understanding occupational classification
    Understanding the importance of rules and regulations
    Skill in making realistic career choices
    Skill in goal-setting
    Skill in value-clarification
    Skill in job-seeking
    Skill in interpreting feelings of others in a group
    Appreciation for the worth and dignity of work

2. Process variables

    Teacher participation
    Counselor participation
    Parent participation
    Administrator participation
    Community participation

Facilities
Hardware
Software
Program content
Methods and techniques
Time

The sources from which information can be gathered include the following:

Learners
Teachers
Counselors
Administrators
Parents
Employers

The instruments and techniques for collecting information include:

- Oral quizzes for learners in Kindergarten to Grade 3, to measure knowledge, skills, and attitudes
- Objective tests for learners in Grades 4 to 12, to measure knowledge, skills, and attitudes
- Questionnaires to measure participation of teachers, counselors, administrators, parents, and community
- Questionnaires to rate facilities
- Questionnaires to rate hardware and software
- Questionnaires to assess program content
- Questionnaires to assess methods and techniques
- Questionnaires to measure time.

Evaluation of Career Development Continuum Phases I and II

Evaluation of Phases I and II of the Hawaii Career Development Continuum Project was made through self-evaluation and outside audit to determine the extent to which the purposes were achieved. Two purposes were defined for the Project: 1) development of a conceptual model; and 2) designing of prototype curriculum guides for kindergarten to grade 3, grades 4-6, grades 7-9, and grades 10-12.

Continuous evaluation is a necessary and important factor in achieving the goal of aiding learners in becoming fully functioning persons capable of realizing successful career development, and must continue to be an integral part of the Hawaii Career Development Continuum.

Evaluation of Conceptual Model

An objective, outside evaluation of the conceptual model was made by two independent evaluators. Additional self-evaluation was made by a team of three project staff members. Evaluative criteria were defined as: 1) quality of conceptualizing ideas, and 2) adequacy of presenting the model. An objective rating form was completed by each evaluator.

Evaluation results and comments were analyzed and formed the basis for revision of the conceptual model by project staff members.

Evaluation of Curriculum Guides

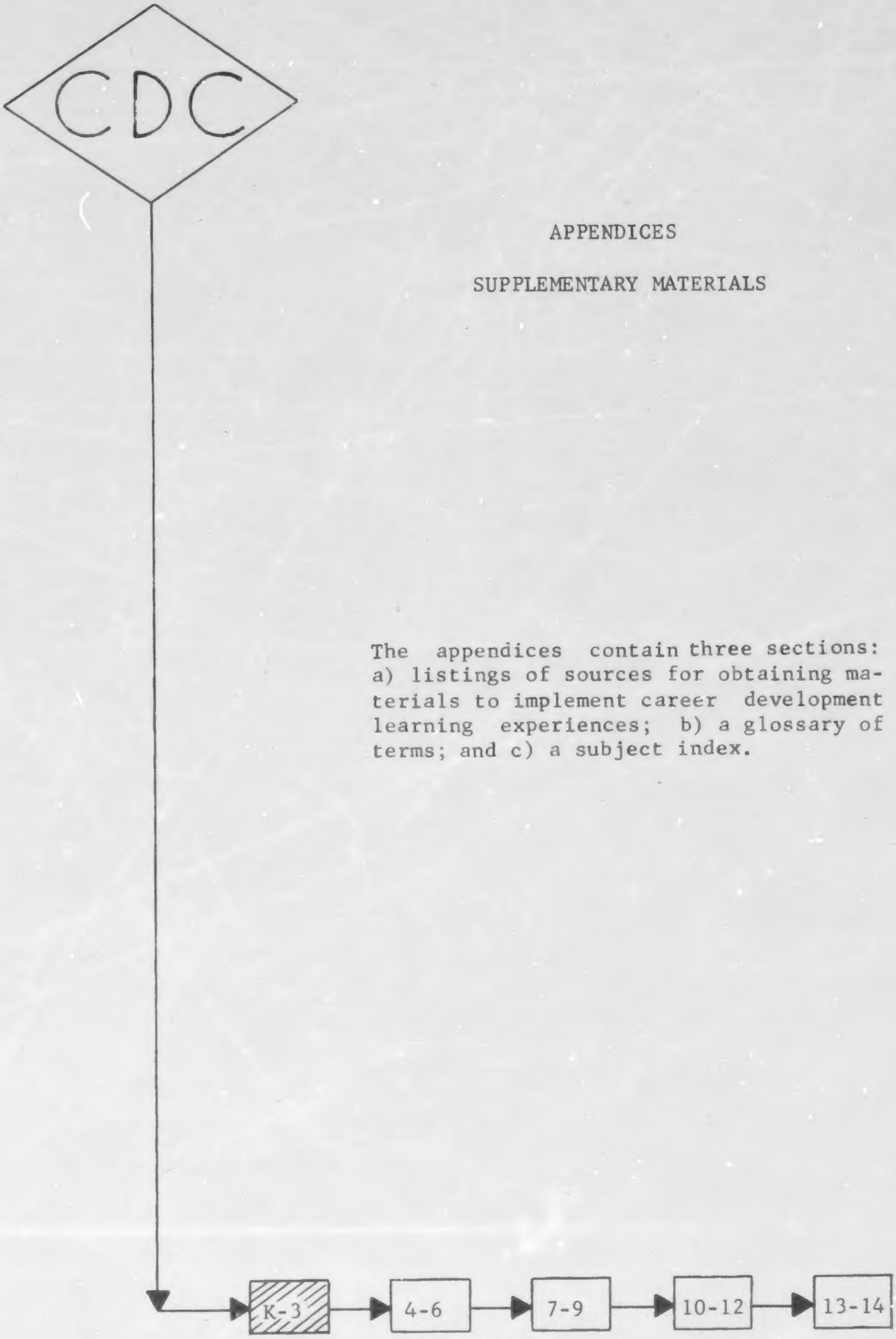
The four prototype curriculum guides were pilot tested at all grade levels in three school settings in Hawaii: Kaimuki, Konawaena, and Waianae. A total of 40 teachers and counselors participated in the pilot test. Pilot test results were returned to project staff, who in turn, analyzed the results, and incorporated refinements and revisions into the four curriculum guides.

The results of the outside and self-evaluations were combined with results of the pilot test and were used to make adjustments and revisions in the subgoals, objectives, learning experiences, and measurement procedures specified in the protyotype guides.

APPENDICES

SUPPLEMENTARY MATERIALS

The appendices contain three sections: a) listings of sources for obtaining materials to implement career development learning experiences; b) a glossary of terms; and c) a subject index.



APPENDIX A

SOURCES FOR OBTAINING MATERIALS

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APPENDIX A-1

CAREER EDUCATION BIBLIOGRAPHY

Listed below are some of the many career education resources available today. This is not a comprehensive listing of available materials, but it does include some of the most utilized and useful resources available to teachers. Whenever possible, ordering information and prices, effective in June, 1974, have been included.

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APPENDIX A-2

CAREER EDUCATION PERIODICALS

Abstracts of Instructional Materials in Vocational and Technical Education (AIM)
The Center for Vocational and Technical Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

American Education ($4.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

American Vocational Journal ($4.00/year)
American Vocational Association, Inc.
1025 15th Street, N. W.
Washington, D. C. 20005

Business Education Forum
National Business Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20006

Beacon Magazine
Sturgis Printing Company
537 Ahui Street
Honolulu, Hawaii 96813

Career Education Digest ($10.00/yr.)
Education Properties, Inc.
P. O. Box DX
Irvine, California

Career Education News ($3.00/yr.)
McGraw Hill Institutional Publications
230 West Monroe Street
Chicago, Illinois

Career World ($2.95/yr.)
Curriculum Innovations, Inc.
501 Lake Forest Avenue
Highwood, Illinois 60040

Industrial Education ($5.50/yr.)
CCM Professional Magazines
Box 1616
Riverside, New Jersey 08075

Inform
National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

Illinois Career Education Journal
1035 Outer Park Drive
Springfield, Illinois 62706

Manpower ($7.50/yr.)
Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Monthly Review
Bank of Hawaii
Financial Plaza of the Pacific
Honolulu, Hawaii 96813

Occupational Outlook Quarterly ($1.50/yr.)
U. S. Government Printing Office
Division of Public Documents
Washington, D. C. 20402

Science
American Association for the Advancement of Science
1515 Massachusetts Avenue
Washington, D. C. 20005

* Prices effective June, 1974.

APPENDIX A-3

CAREER EDUCATION KITS AND GAMES

The Acro-Rosen Career Guidance Series
(grades K-12)*
Arco Publishing Company, Inc.
219 Park Avenue, S.
New York, New York 10003
$59.95

Business Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Development (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$225.00

Career Exploratory Kit (grades 7-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Career Game (grades 7-14)
Educational Development Corporation
P. O. Drawer 1007
Lakeland, Florida 33802
$78.50

Career Information Kit (grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$246.00

DAT Career Planning Program
(grades 10-12)
The Psychological Corporation
304 East 45th Street
New York, New York 10017
$125.00

Deciding: A Leader's Guide
(grades 7-9)
Publication Order Department
College Entrance Examination
Board
Box 592
Princeton, New Jersey 08540
$2.00

Desk Top Career Kits
(senior high - $125.00,
junior high - $114.00)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02107

Developing Understanding of
Self and Others (DUSO) Kits
(grades K-4)
American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
$95.00

Dynamic Consumer Decision-
Making (grades 9-12)
Educational and Consumer Re-
lations Department
J. C. Penney Company, Inc.
Avenue of the Americas
New York, New York 10019

Focus on Self-Development
(grades K-6)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822

Hello World! (grades 7-12)
Field Educational Publications,
Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

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*Suggested grade levels follow each title.
Prices effective June, 1974.

A Highway to Work and Play (grades K-6)
McKnight Publishing Company
Dept. EB
Box 854
Bloomington, Illinois 61701
$32.00/level - 6 levels

Job Experience Kits (grades 8-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$140.00

Life Career Game (grades 7-12)
Educational Materials Center
Palo Alto Unified School District
25 Churchill Avenue
Palo Alto, California 94306
$6.00

Motivation for Career Success
(grades 7-12)
Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

Occupational Exploration Kit
(grades 9-12)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$123.00

Professional Careers Kit (grades 10-12)
Houghton Mifflin Company
Dept. M
110 Tremont Street
Boston, Massachusetts 02197
$75.00

Search for Values (grades 9-12)
Pfloum/Standard
38 West Fifth Street
Dayton, Ohio 45402
$45.00

Widening Occupational Roles Kit
(WORK) Program (grades 6-9)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$180.00

APPENDIX A-4

SOURCES FOR OBTAINING INFORMATION ON SPECIFIC OCCUPATIONS

This section is divided into two parts: Section a lists titles of some of the commercially available materials dealing with specific occupations; Section b lists, by occupational cluster, some of the organizations from which information can be obtained.

Section a SOURCES OF INFORMATION ON SPECIFIC OCCUPATIONS

"Career Information Kit"
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$232.00

"Career Profiles" (450 careers)
Vocational Biographies, Inc.
Sauk Center, Minnesota 56378
$180.30

"Career Resource Bibliographies"
National Career Information Center
1607 New Hampshire Avenue, N. W.
Washington, D. C. 20009
$25.00/annually

Concise Handbook of Occupations
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$21.95

A Guide to Occupations in Hawaii
Christine Sakaguchi (ed.)
Career Information Center
707-A Waikamilo Road
Honolulu, Hawaii
(841-4555)

Handbook of Job Facts (300 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$5.60

"Occupational Briefs" (80 careers)
Science Research Associates
1710 Punahou Street, #101
Honolulu, Hawaii 96822
$41.50/annually

"Occupational Profiles"
(14,000 careers)
Johnson Publishing Company
428 South Wilbur
Mesa, Arizona 85202
$25.00

On The Job (65 careers)
J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602
$7.95

"Popeye the Sailor Career
Awareness Booklets"
King Features
235 East 45th Street
New York, New York 10017
15 booklets, $ .25/each

Section b SOURCES OF INFORMATION ON OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

American Dairy Association
20 North Wacker Drive
Chicago, Illinois 60606

American Forestry Association
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

American National Cattlemen's Assoc.
1001 Lincoln Street
Denver, Colorado 80201

American Society of Agronomy
677 South Segoe Road
Madison, Wisconsin 53711

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

National Association of County Agricultural Agents
506 County Administration Building
Atlanta, Georgia 30303

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

National Wildlife Federation
1412 Sixteenth Street, N. W.
Washington, D. C. 20036

Soil Conservation Society of America
7515 Ankeny Road
Ankeny, Iowa 50021

BUSINESS AND OFFICE OCCUPATIONS

Accounting Careers Council
National Distribution Center
P. O. Box 650, Radio City Station
New York, New York 10019

American Institute of C.P.A.'s
666 Fifth Avenue
New York, New York 10019

American Statistical Association
810 Eighteenth Street., N. W.
Room 703
Washington, D. C. 20006

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

National Business Career Center
3839 White Plains Road
New York, New York 10467

National Business Education Association
P. O. Box 17402
Washington, D. C. 20041

National Secretaries Association
616 East 63rd Street
Kansas City, Missouri 64110

National Small Business Association
Education Committee
1225 Nineteenth Street, N. W.
Washington, D. C. 20036

Office Education Association
20 Leland Avenue
Columbus, Ohio 43214

COMMUNICATIONS AND MEDIA

Advertising Federation of America
655 Madison Avenue
New York, New York 10021

American Association of Advertising Agencies, Inc.
200 Park Avenue
New York, New York 10017

American Newspaper Publishers Association
750 Third Avenue
New York, New York 10017

American Photoengravers Association
166 West Van Buren Street
Chicago, Illinois 60604

American Telephone and Telegraph
195 Broadway
New York, New York 10002

Communications Workers of America
1925 K Street, N. W.
Washington, D. C. 20006

Graphic Art Industry, Inc.
Education Council
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

National Alliance of Television Associations
5908 South Troy Street
Chicago, Illinois 60629

National Association of Broadcasters
1771 N Street, N. W.
Washington, D. C. 20036

Newspaper Comics Council, Inc.
260 Madison Avenue
New York, New York 10016

Printing Industries of America, Inc.
20 Chevy Chase Circle, N. W.
Washington, D. C. 20015

Professional, Commercial and Industrial Markets Division
Eastman Kodak Company
Rochester, New York 14650

Professional Photographers of America, Inc.
1090 Executive Way
Des Plaines, Illinois 60018

Sigma Delta Chi
Professional Journalistic Society
35 East Waker Drive
Chicago, Illinois 60601

CONSTRUCTION

Associated General Contractors of America, Inc.
1957 E Street, N. W.
Washington, D. C. 20006

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

General Building Contractors Association, Inc.
#2 Penn Center Plaza, Suite 1212
Philadelphia, Pennsylvania 19102

National Electrical Contractors Association
1220 Eighteenth Street, N. W.
Washington, D. C. 20036

Painting and Decorating Contractors Association of America
2625 West Peterson Avenue
Chicago, Illinois 60605

National Society of Professional Engineers
2029 K Street, N. W.
Washington, D. C. 20006

CONSUMER AND HOMEMAKING EDUCATION

American Home Economics Association
1600 Twentieth Street, N. W.
Washington, D. C. 20009

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

ENVIRONMENT

American Association of Nurserymen, Inc.
835 Southern Building
Washington, D. C. 20005

American Congress on Surveying and Mapping
Woodward Building
Washington, D. C. 2000[illegible]

American Forestry Association
1319 18th Street, N. W.
Washington, D. C. 20036

American Geological Institute
2201 N Street, N. W.
Washington, D. C. 20037

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

American Society for Horticulture Science
P. O. Box 109
St. Joseph, Michigan 49085

American Society of Range Management
Box 133302
Portland, Oregon 97213

Association of American Geographers
1146 Sixteenth Street, N. W.
Washington, D. C. 20036

Botanical Society of America
Department of Botany
Indiana University
Bloomington, Indiana 47401

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

Soil Conservation Society of America
7515 N. E. Ankeny Road
Ankeny, Iowa 50021

FINE ARTS AND HUMANITIES

American Ceramic Society
4055 North High Street
Columbus, Ohio 43214

American Music Center
2109 Broadway, Suite 1579
New York, New York 10023

American Society of Composers,
Authors and Publishers
575 Madison Avenue
New York, New York 10022

Art Directors Club
488 Madison Avenue
New York, New York 10022

National Art Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Society of Interior
Designs, Inc.
157 West 57th Street, Suite 700
New York, New York 10019

Retail Jewelers of American, Inc.
1025 Vermont Avenue, N. W.
Washington, D. C. 20005

HEALTH

American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

American Association for Health,
Physical Education and
Recreation
1201 Sixteenth Street
Washington, D. C. 20036

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20036

American Chiropractic Association
2200 Grand Avenue
Des Moines, Iowa 52804

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Hygienists
Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Institute of Chemical
Engineers
345 East 47th Street
New York, New York 10017

American Institute of Biological
Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20016

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

HEALTH (continued)

American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010

American Optical Company
Box 1
Southbridge, Massachusetts 01551

American Optometric Association
7000 Chipewa Street
St. Louis, Missouri 63119

American Osteopathic Association
212 East Ohio Street
Chicago, Illinois 60611

American Pharmaceutical Association
1156 Fifteenth Street, N. W.
Washington, D. C. 20005

American Podiatry Association
3301 16th Street, N. W.
Washington, D. C. 20010

American Psychological Association
9650 Rockville Pike
Betheseda, Maryland 20014

American Society for Microbiology
1913 I Street, N. W.
Washington, D. C. 20006

American Society for Pharmacology and Experimental Therapeutics
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Biological Chemists
6950 Wisconsin Avenue, N. W.
Washington, D. C. 20014

American Society of Clinical Pathologists
Registry of Medical Technologists
P. O. Box 4872
Chicago, Illinois 60680

American Society of Medical Technologists
Hermann Professional Building, Suite 1600
Houston, Texas 77025

American Speech and Hearing Association
Washington, D. C. 20014

National League for Nursing
10 Columbus Circle
New York, New York 10019

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

National Commission for Social Work
Two Park Avenue
New York, New York 10016

HOSPITALITY AND RECREATION

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street, N. W.,
Washington, D. C. 20036

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

National Recreation and Park Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

MANUFACTURING

The Aluminum Association
420 Lexington Avenue
New York, New York 10017

American Society of Tool and
Manufacturing Engineers
20501 Ford Road
Dearborn, Michigan 48128

American Pharmaceutical
Association
2215 Constitution Avenue, N. W.
Washington, D. C. 20006

Manufacturing Chemists Association
1825 Connecticut Avenue, N. W.
Washington, D. C. 20009

The Metallurgical Society of
AIME
345 W.East 47th Street
New York, New York 10017

MARKETING AND DISTRIBUTION

American Apparel Manufacturers
Association, Inc.
200 K Street, N. W.
Washington, D. C. 20006

American Management Association
American Management Association
Building
135 West 50th Street
New York, New York 10020

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

National Association of Purchasing
Management
11 Park Place
New York, New York 10007

Retail Selling
C. Burns Marvil
Department of Public Instruction
Dover, Delaware

Rochester Institute of Technology
Box 3404
Rochester, New York 14714

Sales and Marketing Executives
International
630 Third Avenue
New York, New York 10017

Sears Consumer Information Services
Public Relations, Dept. 703
303 East Ohio Street
Chicago, Illinois 60611

MARINE SCIENCE

American Fisheries Society
1040 Washington Building
15th Street and New York
Avenue, N. W.
Washington, D. C.

American Society for Oceanographers
Marine Technology Society
1730 N Street, N. W., Suite 412
Washington, D. C. 20036

PERSONAL SERVICES

Associated Master Barbers and
Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

National Beauty Career Center
3839 White Plains Road
Bronx, New York 10467

National Committee on Household
Employment
1346 Connecticut Avenue, N. W.
Washington, D. C. 20036

National Hairdressers and
Cosmetologists Association
175 Fifth Avenue
New York, New York 10010

PUBLIC SERVICE

Air Force Recruiting Office
1311 Kapiolani Boulevard
Honolulu, Hawaii 96814

American Bakers Association
1700 Pennsylvania Avenue, N. W.
Washington, D. C. 20006

American Bankers Association
Banking Education Committee
90 Park Avenue
New York, New York 10016

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

American Library Association
50 East Huron Street
Chicago, Illinois 60603

American Red Cross
17th and D Streets
Washington, D. C. 20006

Army Recruiting Office
821 Mililani Street
Honolulu, Hawaii 96813

International Association of Chiefs of Police
1319 Eighteenth Street, N. W.
Washington, D. C. 20036

International Association of Fire Fighters
905 Sixteenth Street, N. W.
Washington, D. C. 20006

Marine Corps Recruiting Office
1136 Union Mall, Room 105
Honolulu, Hawaii 96813

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

National Consumer Finance Association
1000 Sixteenth Street, N. W.
Washington, D. C. 20036

National Institute of Dry Cleaning
909 Burlington Avenue
Silver Springs, Maryland 20910

National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611

National Funeral Directors Association
135 West Wells Street
Milwaukee, Wisconsin 53203

Navy Recruiting Office
Bethel Pauahi Building, Rm. 300
Honolulu, Hawaii 96813

Society of Fire Protection Engineers
60 Batterymarch Street
Boston, Massachusetts 02110

U. S. Civil Service Commission
Eighth and F Streets, N. W.
Washington, D. C. 20415

TRANSPORTATION

Air Transport Association of
America
1000 Connecticut Avenue, N. W.
Washington, D. C. 20036

American Institute of Aeronautics
and Astronauts
1290 Avenue of the Americas
New York, New York 10019

American Trucking Association
1616 N Street N Street, N. W.
Washington, D. C. 20036

Automobile Manufacturers
Association
Automotive Information
320 New Center Building
Detroit, Michigan 48202

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Illinois 60601

Federal Aviation Administration
Department of Transportation
Washington, D. C. 20590

National Automobile Dealers Association
2000 K Street, N. W.
Washington, D. C.

United Airlines
Director of Personnel
P. O. Box 66100
Chicago, Illinois 60666

Western Airlines
Customer Service
P. O. Box 92005
World Way Postal Center
Los Angeles, California 90009

APPENDIX A-5

SOURCES OF CAREER EDUCATION BOOKS, PAMPHLETS AND LEAFLETS

AFL-CIO
815 16th Street, N. W.
Washington, D. C. 20006

American Collectors Association
4040 W. 70th Street
Minneapolis, Minnesota 55435

American College Testing Publications
330 East Washington Street
Iowa City, Iowa 52240

American Institute of Physics
335 East 45th Street
New York, New York 10017

American Meteorological Society
45 Beacon Street
Chicago, Illinois 60611

Atlantic, Little and Brown
Boston, Massachusetts

Behavioral Publications, Inc.
2852 Broadway
New York, New York 10025

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

B'nai B'rith Career and Counseling Service
1640 Rhode Island Avenue, N. W.
Washington, D. C. 20036

Book Jobbers Hawaii Inc.
805 Queen Street
Honolulu, Hawaii 96813

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York 10036

California State Department of Education
Sacramento, California 95814

Career Education Center, Harlandale Independent School District
3706 Roosevelt
San Antonio, Texas 78214

Career Information Center
707-A Waiakamilo Road
Honolulu, Hawaii 96817
(841-4555)

Careers Inc.
P. O. Box 135
Largo, Florida 33540

The Channings
Box 552
Marion, Massachusetts 02738

Chelsea House Publishing Company, Incorporated
159 East Tremont Avenue
Bronx, New York 10453

Children's Press, Incorporated
1224 West Van Buren
Chicago, Illinois 60607

College Entrance Examination Board
888 Seventh Avenue
New York, New York 10019

Cooperative Extension Service
University of Maine
Orono, Maine 14473

Coward, McCann, and Geoghegan, Incorporated
200 Madison Avenue
New York, New York 10016

Cribben & Sexton Company
11100 Edison
Chicago, Illinois 60131

Dell Publishing Company, Incorporated
750 Third Avenue
New York, New York 10017

Dodd, Mead and Company, Incorporated
432 Park Avenue, South
New York, New York 10003

Doubleday and Company, Incorporated, School and Library Division
Garden City, New York 11530

Education Achievement Corporation
P. O. Box 7310
Waco, Texas 76710

J. G. Ferguson Publishing Company
Six North Michigan Avenue
Chicago, Illinois 60602

Field Educational Publications, Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

General Learning Press
250 James Street
Morristown, New Jersey 07960

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Harcourt Brace & World Incorporated
757 Third Avenue
New York, New York 10017

Harvard University
School of Education
Cambridge, Massachusetts 02138

Hawaii Employers Council
2682 Waiwai Loop
Honolulu, Hawaii 96819

Hawaii State Department of Education
1390 Miller Street
Honolulu, Hawaii 96813

Hawthorn Books, Incorporated
70 Fifth Avenue
New York, New York 10003

Hill & Wang
19 Union Square West
New York, New York 10003

Honolulu Book Shops, Ltd.
1027 Bishop Street
Honolulu, Hawaii 96813

Houghton Mifflin Company
2 Park Street
Boston, Massachusetts 02107

University of Hawaii
Manpower Development and Training
1040 South King Street
Honolulu, Hawaii 96814

Hunter Publishing Company
Winston-Salem, North Carolina 27100

Indiana University Press
Indiana University
Bloomington, Indiana 47401

Information Services, Inc.
Rochester, New York 14609

Instructional Dynamics Incorporated
166 East Superior Street
Chicago, Illinois 60611

The Interstate Printers and Publishers, Incorporated
19 North Jackson Street
Danville, Illinois 68132

Charles A. Jones Publishing Company
4 Village Green, S. E.
Worthington, Ohio 43085

King Features
Education Division
235 East 45th Street
New York, New York 10018

Alfred A.Knopf, Incorporated
201 East 50th Street
New York, New York 10022

Little, Brown, and Company
34 Beacon Street
Boston, Massachusetts 02106

Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105

Lono Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Los Angeles City Unified School District
P. O. Box 3307
Los Angeles, California 90051

Lothrop, Lee, and Shepard Company
105 Madison Avenue
New York, New York 10016

Macmillan Company, Publishers
866 3rd Avenue
New York, New York 10022

Mafex Associates, Incorporated
Johnstown, Pennsylvania 15904

McGraw-Hill Company, Incorporated
750 3rd Avenue
New York, New York 10017

David McKay, Incorporated
750 3rd Avenue
New York, New York 10017

McKnight Publishing Company
Route 66 and Towanda Avenue
Bloomington, Illinois

Miami Dade Junior College
Miami, Florida 33132

Milady Publishing Corporation
3839 White Plains Road
Bronx, New York 10467

Minnesota State Department of Education, Vocational Technical Division
Centennial Office Building
St. Paul, Minnesota 55101

William Morrow & Company, Incorporated
105 Madison Avenue
New York, New York 10016

National Association of Motor Bus Owners
1025 Connecticut Avenue
Washington, D. C. 20036

National Career Information Center
1607 New Hampshire Avenue, N.W.
Washington, D. C. 20009

National Center for Occupational Education
North Carolina State University
Raleigh, North Carolina 27607

Ohio State University
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

University of Oklahoma
Department of Education
Norman, Oklahoma 73069

Omori Educational Services
1350 South King, Room, 301
Honolulu, Hawaii 96814

Oregon State Department of Education
Salem, Oregon 97301

G. P. Putnam's Sons
200 Madison Avenue
New York, New York 10016

The Ronald Press Company
79 Madison Avenue
New York, New York 10016

H. P. Ross, Ltd.
Room 224, Honolulu Merchandise Mart Building
Honolulu, Hawaii 96813

Scholastic Book Services
259 East Erie Street
Chicago, Illinois 60611

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Charles C. Thomas, Publisher
301-27 East Lawrence Avenue
Springfield, Illinois 62703

University of Hawaii
Honolulu, Hawaii 96822

The Viking Press Incorporated
625 Madison Avenue
New York, New York 10022

Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017

Walston & Company, Incorporated
169 South King Street
Honolulu, Hawaii 96813

Franklin Watts, Incorporated
Subsidiary of Grolier
845 Third Avenue
New York, New York 10022

West Virginia State Board of Vocational Education
Vocational Division
Charleston, West Virginia 25305

Western Publishing Company
850 Third Avenue
New York, New York 10022

Wonder-Treasure Books, Incorporated
51 Madison Avenue
New York, New York 10010

World Publishing Company
2231 West 110th Street
Cleveland, Ohio 44102

APPENDIX A-6

DISTRIBUTORS OF CAREER EDUCATION FILMS, FILMSTRIPS, SLIDES AND TRANSPARENCIES

Listed below are companies which have educational films, filmstrips, slides, or transparencies available for rental or purchase.* Following the list of companies is a sample listing of films available from some of the companies. Most companies will send a catalog which lists titles and purchase or rental prices upon written request.

Companies located in Honolulu are indicated by double asterisks (**) for ease of use.

SECTION 1

ABC Media Concepts
1001 N. Poinsettia Place
Hollywood, California 90046

A. B. Dick Co.
5700 W. Touhy Avenue
Chicago, Illinois 60648

Academy Films
748 N. Seward Street
Hollywood, California 90038

ACI Films, Inc.
35 West 45th Street
New York, New York 10036

Addressograph Multigraph Corp.
1200 Babbitt Road
Cleveland, Ohio 44117

AEBAC Inc.
500 Fifth Avenue
New York, New York 10036

AFL-CIO Film Division
815 Sixteenth Street, N. W.
Washington, D. C. 20006

Aims Instructional Media Services
P. O. Box 1010
Hollywood, California 90028

Alemann Films
P. O. Box 76244
Los Angeles, California 90005

ALESCO - American Library and Educational Service
404 Sette Drive
Paramus, New Jersey 07652

All American Productions and Publications
P. O. Box 91
Greeley, Colorado 80632

Alpha Corporation of America
115 Gaylord Street
Elk Grove Village, Illinois 60007

The Aluminum Association
750 Third Avenue
New York, New York 10017

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*Also see Educators Guide to Free Films and Educators Guide to Free Filmstrips available from Educators Service, Inc., Randolph, Wisconsin 53956.

American Book Company
55 Fifth Avenue
New York, New York 10003

American Educational Films
331 North Maple Drive
Beverly Hills, California 90210

American Hospital Association Film Library
840 North Lake Shore Drive
Chicago, Illinois 60611

American Petroleum Institute
1271 Avenue of the Americas
New York, New York 10020

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Argus Films
801 North Seward Street
Los Angeles, California 90000

Associated Educational Materials
14 Glenwood Avenue
Raleigh, North Carolina 27602

Associated Films, Inc.
600 Madison Avenue
New York, New York 10022

The Athletic Institute
805 Merchandise Mart
Chicago, Illinois 60654

Atlantis Productions, Inc.
1252 La Granda Drive
Thousand Oaks, California 91360

Audio-Tutorial Systems
426 South Sixth Street
Minneapolis, Minnesota 55415

Audio-Visual Center
College of Education
University of Maine
Orono, Maine 04473

Audio-Visual Consultation Bureau
Wayne State University
Detroit, Michigan 48202

AV-ED Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

A-V Explorations, Inc.
505 Delaware Avenue
Buffalo, New York 14202

Avid Corporation
10 Tripps Lane
East Providence, Rhode Island 02814

Avis Films, Inc.
2408 West Olive Avenue
Burbank, California 91506

Bailey Film Associates
11559 Santa Monica Boulevard
Los Angeles, California 90025

Bank Street College of Education
103 East 125th Street
New York, New York 10035

Bear Films, Inc.
805 Smith Street
Baldwin, New York 11510

Bell and Howell Co.
Audiovisual Products Division
7100 North McCormick Road
Chicago, Illinois 60645

Benchmark Films, Inc.
516 Fifth Avenue
New York, New York 10036

Berkey Manhattan
222 East 44th Street
New York, New York 10017

Beseler Company
219 South Eighteenth Street
East Orange, New Jersey 07018

BNA Films
5615 Fishers Lane
Rockville, Maryland 20852

Bosustow Productions
1610 Butler Avenue
West Los Angeles, California 90025

Stanley Bowmar Co., Inc.
4 Broadway
Valhalla, New York 10595

Milton Bradley Company
Springfield, Massachusetts 01101

Brandon International Films, Inc.
221 West 57th Street
New York, New York 10019

Brigham Young University
Department of Motion Picture
Production
Provo, Utah 84601

Bro-Dart, Inc.
1609 Memorial Avenue
Williamsport, Pennsylvania 17701

Buckingham Enterprises, Inc.
160-08 Jamaica Avenue
Jamaica, New York 14432

Charles Cahill and Associates, Inc.
P. O. Box 3220
Hollywood, California 90028

Carlton Films
2870 Bartells Drive
Beloit, Wisconsin 53511

Carman Educational Association, Ltd.
Pine Grove, Ontario
Canada

Carousel Films, Inc.
1501 Broadway
New York, New York 10036

Cathedral Filmstrips for Education
2921 West Alameda Avenue
Burbank, California 91505

CCM Films, Inc.
866 Third Avenue
New York, New York 10022

Cenco Educational Films
2600 South Kostner Avenue
Chicago, Illinois 60623

Center for Mass Communication
Columbia University Press
440 West 110th Street
New York, New York 10025

Centron Educational Films
1255 Post Street, Suite 625
San Francisco, California 94109

Churchill Films
662 North Robertson Boulevard
Los Angeles, California 90069

Civic Education Service
1733 K Street, N. W.
Washington, D. C. 20006

Classroom Film Distributors, Inc.
5610 Hollywood Boulevard
Hollywood, California 90028

Classroom World Productions
P. O. Box 2090
Raleigh, North Carolina 27602

Colonial Films, Inc.
752 Spring Street, N. W.
Atlanta, Georgia 30308

Communications Films
870 Monterey Pass Road
Monterey Park, California 91754

Contemporary Films, Inc.
267 West 25th Street
New York, New York 10001

Cooper Films and Records, Inc.
Cooper Building
Winchendon, Massachusetts 01475

Copley Productions
7776 Ivanhoe Avenue
La Jolla, California 92037

Coronet Instructional Materials
65 East South Water Street
Chicago, Illinois 60601

Counselor Films, Inc.
1422 Chesnut Street
Philadelphia, Pennsylvania 19102

Creative Visuals
P. O. Box 1911
Big Spring, Texas 79720

Current Affairs Films
527 Madison Avenue
New York, New York 10022

Curriculum Materials Corporation
119 South Roach Street
Jackson, Mississippi 39205

Curtis Audio-Visual Materials
Independence Square
Philadelphia, Pennsylvania 19105

Data Films
2625 Temple Street
Los Angeles, California 90026

Davidson Films
1757 Union Street
San Francisco, California 94123

Demco Educational Corporation
P. O. Box 1488
Madison, Wisconsin 53701

Denoyer-Geppert Co.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Walt Disney Educational Materials Co.
800 Sonora Avenue
Glendale, California 91201

Doubleday Multimedia
1371 Reynolds Avenue
Santa Ana, California 92705

DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

** Ealing Films
2225 Massachusetts Avenue
Cambridge, Massachusetts 02140

or contact:

Film Services of Hawaii
742 Ala Moana Boulevard
Honolulu, Hawaii 96813

Eccentric Circle Cinema
P. O. Box 1481
Evanston, Illinois 60204

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Audio-Visual
Pleasantville, New York 10570

Educational Dimensions Corporation
P. O. Box 488
Great Neck, New York 11022

Educational Film Library Association, Inc.
250 West 57th Street
New York, New York 10019

Educational Filmstrips
P. O. Box 1031
Huntsville, Texas 77340

Educational Media, Inc.
106 West Fourth Avenue
Ellensburg, Washington 98926

Educational Media Laboratories
4101 South Congress Avenue
Austin, Texas 78745

EMC Corporation
180 East Sixth Street
St. Paul, Minnesota 55101

Encyclopedia Britannica Education Corporation
425 North Michigan Avenue
Chicago, Illinois 60611

Enrichment Teaching Materials
71 East 23rd, Room 1817
New York, New York 10010

Essential Education
Huntsville, Texas 77340

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, New York 11435

Farm Film Foundation
1425 M Street, N. W.
Washington, D. C. 20005

**Field Educational Publications, Inc.
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Film Associates
11014 Santa Monica Boulevard
Los Angeles, California 90025

**Films, Inc.
1144 Wilmette Avenue
Wilmette, Illinois 60091
or
716 Cooke Street
Honolulu, Hawaii 96813

Filmstrip House, Inc.
432 Park Avenue, South
New York, New York 10016

Fleetwood Films, Inc.
34 Macquesten Parkway S.
Mt. Vernon, New York 10550

Frith Films
1816 North Highland Avenue
Hollywood, California

GAF Corporation
140 West 51st Street
New York, New York 10020

General Learning Corporation
250 James Street
Morristown, New Jersey 07969

Ginn and Co.
125 Second Avenue
Waltham, Massachusetts 02154

Graphic Curriculum, Inc.
619 West 54th Street
New York, New York 10019

Grolier Educational Corporation
845 Third Avenue
New York, New York 10022

Guidance Associates
1872 New Jersey Street
Costa Mesa, California 92626

Halewyn Films
106 John Street
Toronto, Canada

Hamson Films
10555 Mason Avenue
Chatsworth, California 91311

Handel Film Corporation
P. O. Box 69680
Los Angeles, California

Harper & Row, Inc.
49 East 33rd Street
New York, New York 10016

Hasler Pictures
1737 North Whiteley
Hollywood, California 90028

Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, New York 10017

**Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Imperial Film Company, Inc.
4404 South Florida Avenue
Lakeland, Florida 33803

Independent Film Producers
Company
334 East Green Street
Pasadena, California 91101

Instruction Media Company
P. O. Box 185
Green Lake, Wisconsin 54941

International Communication Films
1371 Reynolds Avenue
Santa Ana, California 92705

International Film Bureau, Inc.
332 S. Michigan Avenue
Chicago, Illinois 60604

Kaiser Products
Box 7101
Colorado Springs, Colorado 80907

Kimberly-Clark Corporation
Life Cycle Center
Neenah, Wisconsin 54956

King Screen Productions
320 Aurora Avenue, N.
Seattle, Washington 98109

Knowledge Aid
6633 West Howard
Niles, Illinois 60648

Learning Corporation of America
711 Fifth Avenue
New York, New York 10022

Learning Through Seeing, Inc.
8138 Foothill Boulevard
Sunland, California 91040

Library Filmstrip Center
3033 Aloma
Wichita, Kansas 67211

Life Education Program
Time-Life Building
Rockefeller Center
New York, New York 10020

Life Educational Productions
262 East Fourth Street
St. Paul, Minnesota 55101

Long Film Slide Service
705 Fairmount Avenue
El Cerrito, California 94530

**Lono, Incorporated
743 J. Waiakamilo Road
Honolulu, Hawaii 96817

Mass Media Associates, Inc.
2116 North Charles Street
Baltimore, Maryland 21218

**McGraw-Hill Films
1414 Dillingham Boulevard, Rm. 205
Honolulu, Hawaii

Mead Educational Services
245 North Highland Avenue, N. E.
Atlanta, Georgia 30307

Media Fair
20 West 43rd Street
New York, New York 10036

Media Five Film Distributors
1011 North Cole Avenue
Hollywood, California 90038

Media Plus, Inc.
60 Riverside Drive
New York, New York 10024

Media Systems Corporation
250 West Main Street
Morristown, New Jersey 08057

Merchandiser Film Products
419 Park Avenue, South
New York, New York 10016

Metropolitan Visual Products, Inc.
453 West 47th Street
New York, New York 10036

Miller-Brody Productions, Inc.
342 Madison Avenue
New York, New York 10017

Milliken Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Modern Learning Aids
1212 Sixth Avenue
New York, New York 10036

Modern Talking Picture Service, Inc.
1212 Avenue of the Americas
New York, New York 10036

Nasco
Ft. Atkinson, Wisconsin 53538

National Aeronautics and Space
Administration
Code FE
Washington, D. C.

National Audiovisual Center (GSA)
8th and Pennsylvania Avenue, N. W.
Washington, D. C. 20408

National Career Consultants, Inc.
9978 Monroe
Dallas, Texas 75220

National Film Board of Canada
680 Fifth Avenue
New York, New York 10019

National Instructional Television
Center
Box A
Bloomington, Indiana 47401

NBC Educational Enterprises
30 Rockefeller Plaza
New York, New York 10020

Neubacher-Vetter Film Productions
1750 Westwood Boulevard
Los Angeles, California 90024

The New York Times Library Service
229 West 43rd Street
New York, New York 10036

OIDMA, Ltd.
P. O. Box 3868
Centerdale, Rhode Island 02911

Olympic Film Service
161 West 22nd Street
New York, New York 10011

**Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

PACE International Corporation
12444 Ventura Boulevard
Studio City, California 91604

PAMI Learning Systems
P. O. Box 163
Collinsville, Illinois 62234

Parents' Magazine Films, Inc.
52 Vanderbilt Avenue
New York, New York 10017

Pat Dowling Pictures
1056 South Robertson Boulevard
Los Angeles, California 90000

Pathescope Educational Films, Inc.
71 Weyman Avenue
New Rochelle, New York 10802

Perennial Education, Inc.
1825 Willow Road
Northfield, Illinois

Popular Science Audio-Visuals, Inc.
5235 Ravenswood Avenue
Chicago, Illinois 60640

Prism Enterprises, Inc.
200 East 23rd Street
New York, New York 10010

Professional Arts, Inc.
P. O. Box 8484
Universal City, California 91608

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, Illinois 60025

Pyramid Films
P. O. Box 1048
Santa Monica, California 90406

Ravell Educational Systems
1216 Fifth Street
Santa Monica, California 90401

RMI Film Productions, Inc.
4916 Main Street
Kansas City, Missouri 64112

R. O. A. Films
1696 North Astor Street
Milwaukee, Wisconsin 53202

Sales Communications Systems
110 East 59th Street
New York, New York 10022

Sanderson Films, Inc.
1501 South West Street
Wichita, Kansas 67213

Schloat Productions, Inc.
Palmer Lane, West
Pleasantville, New York 11501

Scholastic Audio-Visual
50 West 44th Street
New York, New York 10036

**Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
or
1710 Punahou Street, Suite 101
Honolulu, Hawaii 96822

Scott Education Division
20 First Street
Chicopee, Massachusetts 01020

Shorewood Reproductions, Inc.
724 Fifth Avenue
New York, New York 10019

Sigma Educational Films
P. O. Box 1235
Studio City, California 91604

Singer Company
30 Rockefeller Plaza
New York, New York 10020

S - L Film Productions
5126 Hartwick Street
Los Angeles, California 90041

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

**Standard Oil Film Library
227 Mokauea
Honolulu, Hawaii

Stanton Films
7934 Santa Monica Boulevard
Los Angeles, California 90046

Sterling Educational Films
241 East 34th Street
New York, New York 10016

Synchronex Corporation
8220 North Austin Avenue
Morton Grove, Illinois 66053

Taylor Associates
Hawk Drive
Lloyd Harbor, New York 11743

Teaching Films, Inc.
2518 North Boulevard
Houston, Texas 77006

Teaching Technology Corporation
P. O. Box 3817
Van Nuys, California 91407

Technamatic, Inc.
16 Sintsink Drive, East
Port Washington, New York

Technicolor, Inc.
1300 Frawley Drive
Costa Mesa, California 92627

Teleketics
1227 South Santee Street
Los Angeles, California 90015

Thorne Films, Inc.
1229 University Avenue
Boulder, Colorado 80302

Time-Life Films
4 West 16th Street
New York, New York 10011

TRAFCO
1525 McGavock Street
Nashville, Tennessee 37203

Trans-World Films, Inc.
332 South Michigan Avenue
Chicago, Illinois 60604

Trend Films Corporation
P. O. Box 69680
Los Angeles, California 90069

Troll Associates
East 64 Midland Avenue
Paramus, New Jersey 07652

Tweedy Transparencies
208 Hollywood Avenue
East Orange, New Jersey 07018

United Productions of America
600 Madison Avenue
New York, New York 13902

U. S. Bureau of Mines
C Street between 18th and 19th, N. W.
Washington, D. C. 20006

U. S. Government Film Service
U. S. Office of Education
DuArt Film Laboratories
245 West 55th Street
New York, New York 10019

United Transparencies, Inc.
P. O. Box 688
Binghamton, New York 13902

United World Films
2001 South Vermont Avenue
Los Angeles, California 90007

Universal Education and Visual Arts
221 Park Avenue, South
New York, New York 10003

University Microfilms
300 Zeeb Road
Ann Arbor, Michigan 48106

Urban Media Materials, Inc.
P. O. Box 133
Fresh Meadows, New York 11365

Valiant Instructional Materials
Corporation
237 Washington Avenue
Hackensack, New Jersey 07602

Video Tran, Inc.
3200 West Lake
Glenview, Illinois 60025

Viking Press
625 Madison Avenue
New York, New York 10022

Visual Education Consultants, Inc.
2066 Helena Street
Madison, Wisconsin 53701

Visual Materials, Inc.
2549 Middlefield Road
Redwood City, California 94063

Visualcraft, Inc.
12842 South Western Avenue
Blue Island, Illinois 60406

Vocational Films
111 Euclid Avenue
Park Ridge, Illinois 60068

Vocational Guidance Films
Des Moines, Iowa 50300

VPI Color Center
410 East 62nd Street
New York, New York 10021

Walden Film Corporation
153 Waverly Place
New York, New York 10014

Warner Brothers, Inc.
666 Fifth Avenue
New York, New York 10019

Western Publishing Company, Inc.
Education Division
1220 Mound Avenue
Racine, Wisconsin 53404

Western Video-ITV
1541 North Vine Street
Los Angeles, California 90028

Weston Woods Studios, Inc.
Weston, Connecticut 06880

Wexler Film Productions, Inc.
801 North Seward Street
Allentown, Pennsylvania 18101

John Wiley and Sons, Inc.
695 Third Avenue
New York, New York 10016

Winstead Brothers
AV Division
330 Pine Avenue
Long Beach, California 90812

Wombat Productions, Inc.
87 Main Street
Hastings-On-Hudson, New York 10706

Xerox Films
High Ridge Park
Stamford, Connecticut 06904

SECTION 2

Listed below are sample films/filmstrips from companies listed on the previous pages. Suggested grade levels are indicated for each film or film series.

	*Purchase Price
1. ACI Films, Inc.	
a. "When I Grow Up I Can Be" series (16mm films) (Grades K-6)	
1. "I Can Be A Builder"	$150.00
2. "I Can Be A Community Service Worker"	150.00
3. "I Can Be A Food Processing Worker"	150.00
4. "I Can Be A Hospital Worker"	150.00
5. "I Can Be A Mechanic"	150.00
2. Centron Educational Films	
(16mm films) (Grades K-6)	
a. "Women at Work"	$150.00
b. "Manufacturing Jobs"	150.00
c. "Medical and Health Jobs"	190.00
d. "Service Jobs"	150.00
e. "Construction Jobs"	120.00
f. "Mass Media Jobs"	150.00
3. Doubleday Multimedia	
a. Careers in the 70's series (16mm or 8mm films) (Grades 7-12)	
1. "Making A Choice"	$188.00
2. "Government Services"	98.00
3. "Health Services"	98.00
4. "General Services"	98.00
5. "Agri-Business"	98.00
6. "Clerical"	98.00
7. "Education"	98.00
8. "Technicians"	98.00
9. "Construction"	98.00
10. "Communications"	98.00
11. "Mechanical"	98.00
12. "Sales"	98.00
13. "Leisure Industries"	98.00
4. Ealing Films (Grades K-6)	
a. "The Family" (6 filmstrips)	$ 54.00
b. "Community Services" (9 film-loops)	224.55
c. "Urban Ecology" (10 film-loops)	249.50

* Prices effective June, 1974.

5. Films, Inc.

a. The Dignity of Work series (16mm films) (grades 4-6)

		Purchase Price
1.	"Ambulance Aid"	$200.00
2.	"Clerical Workers"	200.00
3.	"Librarian"	200.00
4.	"Market Inspector"	150.00
5.	"School Lunchroom Workers"	190.00
6.	"Sewage Treatment Workers"	190.00
7.	"Zoo Keeper"	200.00

b. Career Exploration series (16mm films) (grades 9-12)

1.	"Newspaper Careers"	$ 20.00/rental
2.	"Architectural Careers"	20.00/rental
3.	"Textile Industry Careers"	20.00/rental
4.	"Opthamalic Careers"	40.00/rental
5.	"Marketing Careers"	20.00/rental
6.	"General Insurance Careers"	20.00/rental
7.	"Modeling Careers"	
8.	"Cosmetic Industry Careers"	20.00/rental

(all eight titles may be rented for $144.00)

6. Guidance Association

(filmstrips)
a. Career Awareness Field Trips (grades K-4)

1.	"Off We Go to the Aquarium"	17.50
2.	"Off We Go to the House Built In a Hurry"	17.50
3.	"Off We Go to the Auto Proving Ground"	17.50
4.	"Off We Go to the Orange Grove"	17.50
5.	"Off We Go to the Poster Printer"	17.50
6.	"Off We Go to the Bike Factory"	17.50

b. Career Discovery series (grades 5-9)

1.	"People Who Make Things"	37.50
2.	"People Who Influence Others"	37.50
3.	"People Who Work in Science"	37.50
4.	"People Who Help Others"	37.50
5.	"People Who Create Art"	37.50
6.	"People Who Organize Facts"	37.50

	Purchase Price
c. The Job Attitudes series (grades 10-14)	
1. "Trouble At Work"	$ 37.50
2. "On The Job: Four Trainees"	37.50
3. "A Job That Goes Someplace"	37.50
4. "Why Work At All?"	19.50
5. "Liking Your Job and Your Life"	37.50
(grades 10-12)	
d. "Jobs for High School Students"	37.50
e. "Career Values: What Really Matters to You?"	97.50
f. "The Changing Work Ethic"	37.50
g. "Jobs and Gender"	37.50
h. "Choosing Your Career"	37.50
i. "What You Should Know Before You Go To Work"	37.50
j. "Preparing for the World of Work"	37.50
7. Imperial Film Company	
(filmstrips) (grades K-6)	
a. "Fathers Work"	$ 42.00
b. "Mothers Work, Too"	42.00
8. National Career Consultants, Inc.	
a. Career Awareness series (16mm films) (grades 4-9)	
1. "The Fascinating World of Work"	$ 96.00
2. "The Fascinating World of Sales"	
3. "The Fascinating World of Accounting"	
4. "The Fascinating World of Mechanics"	
9. OIDMA, Ltd.	
a. Career (Awareness) Education series (filmstrips) (grades K-4)	
1. "What's In Your House?"	$ 12.00
2. "What's In Your School?"	12.00
3. "How Come Things Cost Money?"	12.00
4. "People Who Work For You"	12.00
5. "Making A Sale"	12.00
6. "Making Our Laws Work"	12.00
7. "Building Things"	12.00
8. "Making Things"	12.00

	Purchase Price
10. Pathescope Educational Films, Inc.	
(16mm films) (grades 7-12)	
a. "Careers in Journalism"	$ 40.00
b. "Careers in Computers"	40.00
c. "Careers in Nursing"	40.00
d. "Careers in Law Enforcement"	40.00
e. "Careers in Sales"	40.00
f. "Careers in Business Administration"	40.00
g. "Careers in Construction"	40.00
h. "Careers in Transportation"	40.00
i. "Careers in Health Services"	40.00
j. "Careers in Education"	40.00
k. "Careers in Agriculture"	40.00
l. "Careers in Engineering"	40.00
m. "Careers in Community Services"	40.00
n. "Careers in Food Services"	40.00
o. "Careers in Graphic Arts"	40.00
p. "Careers in Repair Work"	40.00
q. "Careers in Government Services"	40.00
r. "Careers in Social Work"	40.00
s. "Careers in Social Work"	40.00
t. "Careers in Conservation"	40.00
u. "Careers in the Leisure Time Industry"	40.00
v. "Careers in Show Business"	40.00
w. "Careers in Auto Service and Repair"	40.00
x. "Careers in Public Utilities"	40.00
11. Science Research Associates	
a. Keys - Career Exploration (10 filmstrips) (grades 6-12)	$106.00
b. Knowledge Needed to Obtain Work (64 transparencies) (grades 9-12)	50.00

APPENDIX A-7

DISTRIBUTORS OF CAREER EDUCATION TAPES

Book Jobbers Hawaii, Incorporated
805 Queen Street
Honolulu, Hawaii 96813

Cassettes Unlimited
Roanoke, Texas 76262

Field Educational Publications,
Incorporated
1423 Ala Aolani Street
Honolulu, Hawaii 96819

Guidance Associates
Pleasantville, New York 10570

Hopaco Stationers
604 Ala Moana
Honolulu, Hawaii 96813

Imperial Film Corporation
4900 South Lewis
Tulsa, Oklahoma 74105

Instructional Dynamics Incorporated
166 Superior Street
Chicago, Illinois 60611

Lono, Incorporated
743 Waiakamilo Road
Honolulu, Hawaii 96817

Omori's Educational Services
1350 South King Street, Room 301
Honolulu, Hawaii 96814

Popular Science Audio-Visuals,
Incorporated
5235 Ravenwood Avenue
Chicago, Illinois 60640

H. P. Ross, Ltd.
Honolulu Merchandise Mart Building
Room 224
Honolulu, Hawaii 96813

APPENDIX B

GLOSSARY

Ability - Power to perform physical or mental acts whether the power is acquired by training and education or is due to hereditary factors.

Adaptability - Quality of being able to adjust one's self to changing expectations and situations.

Adjustment - Process of making personal modification or adaptation in order to fit a situation or reach a state of equilibrium.

Analysis - Process of breaking a whole into its component parts, by (1) identifying the whole organization or structure; (2) determining the parts which make up the organization and the relationship among the parts; (3) separating the parts and studying each individually; and (4) finally, limiting the process when further breakdown into component parts would be unwarranted.

Aptitude - Natural tendency, capability, or potential to learn, understand, or do something.

Attitude - Predisposition to act either for or against particular individuals, ideas, situations, or objects.

Avocation - Productive activity; mainly for enjoyment.

Behavioral Objective - Set of words which gives (1) a description of specific, pertinent, attainable, measurable, observable behaviors expected to result from planned intervention; (2) conditions under which behaviors will be exhibited; (3) criteria of effectiveness; and (4) limitations and constraints.

Career - Total pattern of activities a person engages in throughout one's lifetime; one's progress through lifework, occupations, and positions.

Career Awareness - The state of understanding oneself and the life styles related to different careers.

Career Development - Process of acquiring knowledge, skills, and attitudes which will enable an individual to take a productive and satisfying role in society; this development is realized through a systematic sequence of experiences implemented in various roles which exemplify positive self-concepts.

Career Education - The process of developing knowledge, skills, attitudes, and values to equip individuals for fulfilling their unique needs for occupational choice, social and civic responsibilities, leisure-time activities, and personal growth and development accomplished through five levels: (1) awareness; (2) exploration; (3) preparation; (4) placement; (5) continuing adult education.

Career Exploration - The process of sampling a variety of life roles, learning the aptitudes, interests, and abilities required for different kinds of life work, development of capabilities of goal-setting, understanding of risk taking and value structuring, and acquisition of the skills of decision-making.

Career Guidance - Activities and experiences which facilitate development in individuals toward maturity.

Career Placement - Placement of an individual consonant with preferences and aptitudes for pursuing career goals; includes educational placement as well as occupational placement.

Career Planning - Utilizing decision-making skills and application of knowledge of self and the world of work to formulate a proposed sequence of activities related to one's pattern of occupational growth and development.

Career Preparation - Development of an individual's capacities and skills to enable one to function productively in society.

Chain of Command - Order of authority in context of job positions.

Community - Body of individuals organized into a unit linked by common interests.

Concept - Major idea, thought, or notion.

Conditions - Circumstances which exist as a result of modifying factors.

Continuum - Uninterrupted, ordered sequence of events, activites, or concepts.

Decision-Making - Process by which an individual selects from two or more possible choices.

Economic Structure - Arrangement of the components making up economic systems.

Educational Preparation - Process whereby a person meets certain competency requirements in order to enter and remain and advance in a certain occupation or in higher levels of learning.

Employability - Ability to secure and maintain employment by virtue of having the prerequisite knowledge, skills, and attitudes required for job placement.

Employability Skills - Competencies which directly lead into, facilitate, and maintain employment.

Employment Trends - General direction, development, and movement of jobs, which include: (1) whether workers are currently in demand; (2) whether employment is expected to increase or decrease; and (3) what the main factors are which can influence the growth and decline of an occupation.

Entry Level - Specified requirements at the beginning position of an occupation.

Entry Level Skills - Competencies necessary for working in an entry level job.

Environment - Surrounding conditions, influences, forces, or circumstances.

Evaluation - Qualitative judgments describing the value or worth of any object, situation, activity, organization or structure in relation to a defined purpose: assessing input, process, output, and outcome in relation to a plan for accomplishing objectives.

Financial Aid - Monetary assistance which enables the individual to meet necessary occupational training and educational requirements.

General Education - Liberal education which does not have a particular occupational objective.

Goal - Broadly defined statement of general intent, giving direction and indicating general nature of desired outcomes but not specifying characteristics of expected products.

Horizontal Mobility - Movement from one position to another within the same stratum.

Individual Potential - Capacity of the individual for developing into a state of self-fulfillment.

Industry - Group of productive, profit making enterprises that have a technological structure for production and that produce or supply goods, services, and sources of income.

Institution - Sum total of the patterns, relations, processes, and material instruments built up around major human activities to regulate and standardize the behavior of the group.

Interdependence - Mutual dependence upon one another.

Interest - Preference for an object, course of action, or situation.

Interplay - Reciprocal relationships with action, influence, or effects on each other.

Job - Piece of work of defined character undertaken for a fixed price.

Job Description - Descriptive statement giving properties of a particular job.

Job Family - Constellation of occupations grouped together on the basis of one or more job or worker characteristics they have in common.

Job Level - Position of a specific job on a career ladder based on achievement, importance, and value.

Job Mobility - Movement from one job to another.

Job Requirements - Prerequisite knowledge, skills and attitudes, and specific prior training needed to satisfy a particular area of work.

Job Satisfaction - Sense of personal significance; sense of contribution to the world that results from the interaction between worker and job situation; amount of need satisfaction fulfilled by job activities.

Learning Activities - See Learning Tasks.

Learning Objective - General description of anticipated outcomes from learning experiences. See also Behavioral Objective

Learning Outcomes - Measurable, observable results from planned experiences, relating to objectives.

Learning Tasks - Activities designed to implement pre-set learning objectives.

Leisure Time - Time available with no pre-set objectives.

Life Style - Distinctive or characteristic manner of self-expression through a way of life, including tastes and preferences, use of leisure, place of residence, career choice, personal appearance, and personal outlook.

Model - Controllable version of or representation of something, serving as the plan to be considered a standard.

Needs Assessment - Analysis made by comparing the existing situation with the ideal situation to determine what elements are lacking or inadequately developed.

Occupation - A category in the social structuring of work.

Occupational Cluster - Occupations related and grouped according to similarities.

Occupational Expectation - Reward and satisfaction which a person anticipates from an occupational choice.

Occupational Fields - Areas of vocations in society.

Occupational Information - Data about occupations.

Occupational Level - Position on a vertical dimension of an area of work based on achievement, importance, and value.

Performance Objective - See Behavioral Objective.

Personal Attribute - Instrinsic quality of an individual.

Philosophy - Statement of a set of assumptions or beliefs.

Principle of Compatibility - Rule that the more compatible the organization or structure is with the environment in which it operates, the more likely the operation is to achieve efficiency.

Principle of Optimization - Rule that the more the organization is geared to and designed for the particular mission it is to accomplish, the more likely it is to operate efficiently.

Principle of Systematization - Rule that the stronger the relationships among the elements in the organization, the more likely is the organization to achieve efficiency.

Principle of Wholeness - Rule that the more clearly an organization can be identified as a whole, as opposed to fragmented parts, the more efficient the operation.

Process - Series of actions or operations leading to an end.

Self - Entire makeup of the individual, emphasizing the individual's perception of self.

Self-Appraisal - Evaluation of one's self with respect to one's aptitudes, interests, achievement, personal qualities, attitudes and values.

Self-Concept - An individual's view of self.

Simulation in Research - Process of testing a model, or processing data through a model to see if it produces predictable results.

Skill - Learned power of doing a thing competently; developed aptitude or ability, including one related to a specific job or occupation.

Subgoals - Sub-parts of given goals.

Synthesis - Process of creating a new whole or organization, by identifying the parts which will make up the organization, determining the relationships among the parts, combining the parts into a new whole, and limiting the process when the structure is complete.

Systems Approach - Scientific, systematic, rational approach to optimize outcomes, achieved through application of systems principles and use of systems techniques.

Technology - Application of scientific principles of industry.

Vertical Mobility - Movement of individuals between vertically stratified situations, status, or categories.

Vocation - Activities in which one engages for self-fulfillment and the fulfillment of others, including activities in a life pattern which is deliberately purposeful.

Vocational Guidance - Activities and experiences which facilitate development in individuals toward occupational maturity.

Work - Activity calling for the expenditure of an effort toward some definite achievement or outcome.

World of Work - The total environment of purposeful activities and experiences.

APPENDIX C

SUBJECT INDEX K-3

A subject index for each grade level follows. On each index the curriculum subject is followed by the page numbers in which the learning experiences suggested for the subject appear. When more than one learning experience for a certain subject appears on the same page, the page number is listed only once.

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